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ABSTRACT

The primary purpose of this report is to demonstrate that Triton College meets the North Central Association's (NCA's) twenty-four General Institutional Requirements and satisfies NCA's five criteria of Educational Excellence. To achieve this goal, the report presents a comprehensive picture of Triton College's mission, organization, programs, and resources. The executive summary provides highlights of the report. The introduction discusses college actions taken in response to the concerns stated by the NCA evaluating team after their visit to the college in 1994. The main body of the report consists of five chapters: (1) mission and purposes; (2) resources; (3) educational services and student outcomes; (4) institutional planning; and (5) integrity. Two shorter chapters follow the main body of the report. They include a summary explanation of how Triton College meets the NCA's General Institutional Requirements, and a discussion on Triton College's compliance with regulations contained in the federal government's Higher Education Reauthorization Act. Based upon this conclusion, the college requested continued accreditation from NCA's Commission on Institutions of Higher Education for a 10-year period. Several supplemental tables, charts, and maps are included throughout the document. An organizational chart is contained in the appendix. Contains an index. (TGO)

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TRITON COLLEGE

1999 NCA SELF-STUDY REPORT

PREPARED FOR THE

NORTH CENTRAL ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

DECEMBER 15, 1998

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Triton College is an Equal Opportunity/Affirmative Action Institution.

The Triton College Web site may be viewed at: **www.triton.cc.il.us**

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EXECUTIVE SUMMARY

INTRODUCTION

Throughout 1998, Triton College conducted an institutional self-study in preparation for a comprehensive evaluation by the North Central Association's Commission on Institutions of Higher Education. The self-study was carried out by five working subcommittees, each assigned to examine college programs and features in terms of one of NCA's five criteria for accreditation. The process was coordinated by a steering committee which reviewed and edited the final college report.

MISSION AND PURPOSES

Triton College is a comprehensive public community college in the near-western suburbs of Chicago. It offers a full range of educational programs and courses for baccalaureate/transfer, career preparation, and lifelong learning. In the fall of 1998, the total enrollment of the college was 20,388 and the total number of full-time-equivalents was 8,126. The district participation rate—the proportion of residents enrolled at the college during the term—was 4.3 percent.

The college has a mission statement, which was developed by a campus-wide strategic planning committee in 1993 and 1994 and approved by the Board of Trustees in August of 1994. The mission statement is published in many of the important documents of the college, including the *Triton College Catalog* and the *Triton College Annual Report.*

The long-range goals or purposes of the college, which build upon the mission statement, are formulated in the institution's strategic plan. This document was originally developed in 1994. The current plan, entitled *Strategic Plan 2000, 1998 - 2000*, presents fifteen institutional goals and related priorities. The plan is integrated into the college budgeting process and is updated annually.

Important issues identified in the study of Triton's mission and purposes were, first, the need to revise the mission statement to make it a more dynamic and focused expression of college aims. Secondly, there is a need to improve understanding of, and commitment to, college goals and priorities among the campus community.

RESOURCES

Human Resources Triton College is governed by a seven-member Board of Trustees, who are elected to six-year terms. An annually elected, non-voting student trustee also serves on the board. The president is the chief executive officer of the college and has the general responsibility for implementing policies set by the Board of Trustees. Triton's staff of 28 administrators is organized in two main divisions, Academic Affairs/Student Services and Business Services, each under the direction of a vice president.

In the fall of 1998, there were 170 full-time faculty and 447 adjunct faculty instructors at the college. All transfer courses are taught by instructors who have earned masters or other professional degrees. Eighty-eight percent of the full-time faculty, and 75 percent of the adjunct faculty, have earned masters or other higher education degrees.

Other employee groups include 67 supervisory and professional/technical mid-managers, 228 clerical, maintenance, custodial, and technical support personnel, 6 stationary engineers, and 8 police. In addition, the college employs approximately 387 part-time hourly workers.

Physical Resources The physical plant of Triton College consists of the main campus, with 19 buildings situated on 103 acres of land in River Grove, Illinois. The college owns and operates an off-campus site, the Nuevos Horizontes Triton College Community Center, in Melrose Park, Illinois. Also, college classes are offered at schools throughout Triton's district and at a leased site in Westchester, Illinois.

In recent years, the college has made a major investment in networking the entire campus and installing computers with Internet connections in all faculty and administrative offices. College records are maintained on a comprehensive software system, developed and continually upgraded at the college. Information Technology Services provides technical support for all academic and administrative uses of campus computer technology.

The college maintains a large multi-area lab containing more than 200 microcomputers for student use in its Advanced Technology building. Other computerized classrooms and labs are also supported. Two new electronic classrooms in the renovated ground floor of the Learning Resource Center first came into use in the fall 1998 term.

The college provides other labs, facilities, and equipment needed by its various academic, and especially career education, programs. In general, these facilities are adequate for the number of students enrolled in Triton's programs. The facilities are maintained and upgraded continually.

Financial Resources The financial resources of the college are fundamentally strong. The three main revenue sources for the institution are local government (41 percent), state government (25 percent), and tuition and fees (30 percent). Total college expenses estimated for the 1999 fiscal year are $44,993,612. Of this amount, 80 percent is designated for salary, benefits, and contractual services. At the end of fiscal year 1998, the college had an operating fund balance of $11,365,858.

The main resource issues that were raised in the self-study process concerned administrative turnover and the coming retirement of almost 30 percent of the full-time faculty. Two-thirds of the administrative staff were appointed to their present positions during the last four years. However, many of these persons had been previously employed at the college. There is a difference of opinion among the college staff on how this circumstance has affected leadership and stability at the college.

An alteration in the State of Illinois' formula for funding community college retirees and incentives in the Triton faculty contract have led 48 of the 170 full-time faculty members to opt for retirement by the end of June 2000. A plan to recruit 32 new full-time faculty was developed in the summer of 1998 and is being implemented. Many of the retirees will continue to teach as professors emeritus for a three-year period. Other faculty vacancies, not due to retirements, will also be filled.

EDUCATIONAL SERVICES AND OUTCOMES

As a comprehensive community college, Triton has several fundamental educational purposes. Its transfer mission is accomplished primarily, though not exclusively, through the Arts and Sciences division of the college. Thirty-seven different programs are available to students in this division. Students earn approximately 115,000 arts and sciences credits each year, and more than 250 students earn associate degrees each year.

Another goal of Triton College is to provide career and technical programs to prepare students for employment. The Schools of Business, Technology, and Health Careers and Public Service Programs offer a total of 144 career programs leading to associate degrees or certificates. Students earn approximately 95,000 credits and 800 degrees and certificates each year in the career education areas of the college.

The Academic Support Programs division provides multiple opportunities for students to acquire college-level academic skills. Developmental reading, writing, and mathematics courses, including English as a Second Language sections, are available to students. Triton's Learning Assistance Center provides tutorial services to students on request at several campus sites and in classrooms. The Adult Basic Education area offers additional English as a Second Language programs, high school completion studies, and programs to assist persons in making the transition from developmental to college-level studies.

The college's Learning Resource Center and Information Technology Services make extensive text and on-line resources available to all students and community residents.

Through its admissions, orientation, advising, registration, counseling, and career planning departments, the Student Services division of the college provides a wide range of programs and services to assist students in attaining their academic or employment goals. The Student Services staff also works with members of the annually elected Triton College Student Association to provide all students with opportunities to participate in social, cultural, or athletic activities on campus.

The Corporate and Community Education division of the college supports several of Triton's educational missions. The General Community Education area offers courses at sites on- and off-campus to provide lifelong learning opportunities for district residents. Special programs, such as the Nuevos Horizontes center, bring together educational resources that enable residents to develop learning skills, improve employment prospects, and become more informed participants in a democratic society.

The Employee Development Institute, within the Corporate and Community Education division, provides short-term, customized programs of training and technical assistance for businesses and industries within the Triton area. The Continuing Education Center for Health Professionals provides courses, consultation, and course design services to meet the training needs of regional health care professionals. The college also offers a wide variety of cultural programs and activities, including programs for children and for seniors. Thousands of school children and other district residents visit Triton's Cernan Center Skydome Theater each year to learn more about the universe.

Triton College has a superior assessment program, which is coordinated by a college-wide committee. Faculty members develop and conduct projects to assess student learning within their courses. Summaries of these projects are published each year in the *Triton College Annual Classroom Teaching/Learning Assessment Report*, which is distributed across the campus. Triton's third annual assessment fair recently attracted 79 educators from the college and other institutions in the Chicago area.

One concern that was frequently expressed during the self-study was the need to maintain or increase the numbers of full-time faculty members. Staff development planning, especially for the full-time faculty, is also needed. A committee of the Academic Senate is addressing this issue, and the ad hoc faculty recruitment committee has proposed developing an orientation program for the new faculty members. While the assessment program is strong, alternative approaches to assessing students' attainment of general education objectives are still being considered.

INSTITUTIONAL PLANNING

The primary systems for institutional planning at the college are the budget, strategic planning, and information technology planning processes. The latter two processes are linked to the development of the college budget. Also, strategic planning goals and priorities are assigned to specific administrators who are responsible for their implementation.

The Finance and Business Services Office annually prepares a long-range plan for the college finances. Between fiscal year 1998 and fiscal year 2003, revenues are projected to increase by a total of twelve percent, while expenditures are expected to increase by three percent. The college has a strong operating fund balance.

A *Faculty Recruitment Action Plan* was developed in August of 1998 to prepare for hiring full-time faculty members to replace those who are scheduled to retire within the next two years. Since a number of the retirees will continue to teach as professors emeritus for an additional three years, the plan now in effect calls for replacing the 48 retirees with 32 new full-time faculty by 2001.

The director of the physical plant coordinates maintenance activities for the campus. In addition to ongoing remodeling projects, the Triton College Library will undergo a major renovation during the coming year. Space utilization across the campus is a continual concern and will be examined periodically.

Institutional planning systems at Triton are adequate; however, more faculty need to be involved in, and aware of, the issues and processes. The faculty-hiring plan may need to be modified, depending upon results over the next two years. There is a difficulty in hiring qualified adjunct faculty in high-demand career education fields.

INTEGRITY

The Board of Trustees has enacted a number of policies to assure that the college is in compliance with various statues regulating practices at public educational institutions These include policies relating to affirmative action, non-harassment protections, and freedom of information rights. The board's contracts with employee groups include these regulations as well as specific terms of employment and agreed-upon grievance procedures.

A survey of external accrediting agencies for technical and health careers programs indicated that the college fulfills its contractual agreements and meets the standards of those agencies.

Extensive information about the college and its policies is made available to the public in the *Triton College Catalog* and the *Triton Schedule.* The student handbook, *Book 411*, contains a complete listing of policies that apply to students along with the bylaws of the Triton College Student Association.

Representatives of the employee groups at Triton report that the college follows contractûal grievance procedures. The number of faculty grievances has been high in recent years. Student disciplinary procedures are published in the catalog and in the student handbook. A new student complaint policy has been devised to meet the reporting requirements of the new NCA policy.

College admissions policies are generally observed, and a recent student survey showed that students' levels of satisfaction with admissions procedures was comparable to that of other community college students nationally. The Financial Aid Office reported that the rate of student loan defaults was 17.9 percent in fiscal year 1996.

The college is audited annually by an independent accounting firm. The financial and operating arrangements concerning the college's bookstore, cafeteria, Cernan Center, foundation, and grants office are appropriate.

The self-study subcommittee on integrity raised questions about the roles of the board, administrators, and faculty members in some areas of college governance. Policies on student rights, protections, and complaint procedures need to be more prominently publicized.

Strengths

1. The college has a sound financial base that will enable it to adjust to expected changes in staffing and to accommodate the educational needs of its district for the foreseeable future.

2. The campus is modern, attractive, centrally located, and easily accessible for students and district residents.

3. The college offers a wide variety of programs to fulfill its transfer, career, and community education missions. Faculty, administrators, and staff are generally perceived as well-qualified and dedicated to their programs and service areas.

4. The college has made significant technological improvements in recent years. The campus is networked, and faculty and staff have access to the Internet and e-mail. Ample computer resources and other instructional equipment are available to students throughout the campus. Committees exist to pursue the application of new technology to the curriculum, and new technology training programs and facilities have been created.

5. The college has a strong program for assessing teaching and learning in the classroom. Assessment projects are initiated by faculty members in all academic departments and coordinated by a faculty-led committee.

Concerns

1. There is a need for improved communication and for the development of a greater sense of trust and cooperation in working towards college goals and purposes among the faculty, administration, and the board. Structures for meaningful faculty participation in college governance need to be re-examined and revitalized.

2. The departure of a large number of full-time faculty members due to retirement and the addition of new full-time faculty to the college staff over the next several years needs to be carefully managed and monitored. Faculty and administrators need to participate jointly in developing a common understanding of educational aims and goals for the institution.

3. More efforts need to be made to structure staff development programs to meet institutional goals. Opportunities exist for coordinated efforts to be made to incorporate new instructional technology into the curriculum.

Recommendations

1. Processes should be developed to involve the faculty, administration, and the board in reformulating the college mission statement.

2. The structure and functions of the Academic Senate should be re-examined with a view to increasing faculty participation in college decision-making.

3. A campus-wide staff development program should be created that will include an orientation program for newly hired faculty members, revised procedures for reimbursing professional development activities, and opportunities to participate in collaborative instructional technology projects.

4. The college strategic planning procedures should be revised to incorporate elements of the NCA self-study process and to systematically address the recommendations contained in the current report. The annual strategic planning system should include wider faculty participation in the development of college initiatives and in the review of results.

CONCLUSION

The self-study process has demonstrated that Triton College meets NCA's Criteria for Accreditation and its General Institutional Requirements. The college is truly comprehensive in the scope of the programs and services that it provides to students and district residents. Over its 34-year history, the college has established itself as an affordable and accessible center for adult and higher education. Challenges facing the institution have been mentioned above and are examined in the following report. However, the many strengths of the board, administration, faculty, and staff of the college will enable the institution to adapt to new conditions in a new century. Based upon the evidence provided in this self-study report, Triton College requests continuing accreditation by the North Central Association of Colleges and Schools' Commission on Institutions of Higher Education for a period of ten years.

INTRODUCTION

The introductory chapter begins by providing a profile of Triton College and presenting some of its special qualities and features. Next, there is a review of Triton's accreditation history with the North Central Association. The purpose and organization of the report and Triton's self-study process are briefly explained. Responses are then given to concerns expressed by the NCA evaluating team in their 1994 report. The chapter concludes with an account of significant developments at the college since NCA's 1994 comprehensive evaluation visit.

PROFILE OF TRITON COLLEGE

Triton College, Illinois Community College District 504, is a public, two-year institution of higher education, one of 40 districts within the Illinois community college system. The Triton district, located immediately west of the city of Chicago, includes 25 communities within the Leyden, Lyons, Norwood Park, Oak Park, Proviso, River Forest, and Riverside Townships. Approximately 320,000 people live within the 65-square mile territory. Since the founding of the college, one of every four district residents has participated in its programs or classes. In addition, the college attracts many students from the city of Chicago.

The college was founded in 1964 by a referendum of the voters of the Elmwood Park, Leyden, and Proviso High School Districts. When the governing board was formed, it selected Dr. Herbert Zeitlin to be the first president of the college. In the fall of 1965, courses were offered in classrooms at West Leyden and Proviso West High Schools. Construction of the new campus began at the River Grove site in the summer of 1967, and classes were first held at the River Grove campus in the fall of 1968. Since that time, the campus expanded to its present size, including 19 facilities on 103 acres.

Enrollment grew as the campus developed. A significant enrollment jump occurred following a referendum in 1972, which approved the addition of the Oak Park-River Forest, Riverside-Brookfield, and Ridgewood High School districts to the Triton district. Student enrollment passed the 20,000 mark in the mid-1970s, exceeded 26,000 in 1983, declined to less than 18,000 in 1993, and by 1996 returned to its present level of about 20,000 students. This pattern reflected trends in the total district and in the district high school populations.

Throughout its existence, Triton has provided its students with the educational and support services of a comprehensive community college. Arts and Sciences programs offer transfer courses that meet general education or major requirements at four-year universities. Career Education programs prepare students for direct or upgraded employment following graduation. Triton's Corporate and Community Education programs and events enable participants to pursue lifelong learning activities. Also, Adult Basic Education programs provide courses to prepare students for college-level study. The college offers the following degrees and certificates: associate in arts, associate in science, associate in general studies, associate in applied science, associate in fine arts, and basic and advanced career certificates.

Triton is known for its modern, attractive campus; the diversity of its career, university transfer, and community education programs; and the quality of its faculty. Triton's low tuition and open-admissions policy have greatly expanded the educational opportunities of district residents and those in nearby communities.

SPECIAL QUALITIES AND DISTINCTIVE PROGRAMS

Triton College has a number of distinctive characteristics and programs. They provide evidence of the vitality of the institution and its ability to continue to accomplish its mission.

General Academic Highlights

- Triton's classroom assessment program won the Illinois Community College Board award for Excellence in Accountability. The assessment project has been published nationally and has been presented at numerous national and state conferences. The college also hosts an annual assessment fair which draws faculty and administration from neighboring community colleges to discuss methods for improving classroom assessment.
- Since 1986, Triton has surveyed students to study their impressions of and attitudes about Triton College. The fall 1996 survey shows that Triton's students rank Triton's academic life consistently higher than students attending other two-year colleges.

Table I.1

Student Satisfaction with College Features: 1996 ACT Survey Results

College features	Percents of Triton students satisfied	Percents of all 2-year college students surveyed by ACT
Quality of instruction	80%	75%
Variety of courses	80%	71%
Course content in major area	79%	75%
Library	82%	80%
College catalog	76%	73%
General registration	71%	69%
College bookstore	70%	62%

Source: *1996 ACT Student Survey Report.* Office of Research and Analysis. Issued : April 1997. Volume XXXII, Number 33.

- Triton has the second highest participation rate for in-district residents in the state. The average community college in the state attracts 30 students per 1,000 district residents; Triton enrolls 54 students per 1,000 district residents (source: Illinois Community College Board).
- Triton draws 33 percent of its students from out-of-district, while the average Illinois community college draws 8 percent of its population from out-of-district. Also, the majority of out-of-district students do not receive chargebacks and typically pay more than three times the rate they would pay in their own district.
- One in four in-district high school graduates enrolls at Triton.
- Triton College is the third largest community college in Illinois, enrolling over 20,000 students in fall of 1998.

Arts and Sciences

- Over 600 Triton students transfer annually to Illinois colleges and universities.
- A survey of graduates showed seventy-four percent of Triton's 1996 arts and sciences graduates continued their education at senior institutions.
- The masters-prepared faculty in the Schools of Arts and Sciences has excellent academic credentials with 30 percent holding doctorates. Most have taught at the college for ten years or more.

- Triton guarantees transfer of credit when students follow specific institutional guidelines, or tuition is refunded.

Career Programs

- Ninety-five percent of all 1997 Triton Career graduates were employed. Among two-year graduates employed full-time in their field, the median salary was $30,000.
- Triton remains the only Illinois community college that offers training programs for five diagnostic imaging fields: X-ray Technology, Nuclear Medicine Technology, Diagnostic Medical Sonography (Ultrasound), Computerized Tomography, and Magnetic Resonance Imaging.
- Triton has one of the largest court reporting programs in the state with virtually 100 percent of graduates successfully passing the state licensing examination (the largest in the Illinois community college system).
- Triton's Graphic Arts Institute of Technology (GAIT) was the recipient of the James M. Braney Award, a national honor given by the In-Plant Management Association to a single school for its quality printing or graphic arts technology.
- Triton's Ophthalmic Technician program is the only accredited community college program in Illinois and one of only ten accredited programs in the United States. The program trains students to assist ophthalmologists.
- Triton has the largest number of career program options of any single-campus community college in Illinois.
- Triton offers opportunities for students to "earn and learn," receiving both college credit and a paycheck for hands-on work experience available through the Cooperative Education Program, which links students to such companies as Disney World, the Illinois Department of Transportation, and the Electro-Motive Division of General Motors.

Student Support Services

- The Learning Assistance Center provided tutoring services for more than 3,900 liberal arts and career education students during the 1997-1998 school year. Among those assisted were 1,397 students who were economically or academically disadvantaged, or students with limited English proficiency, or disabled students.
- Triton's Math Power Headquarters provides a friendly atmosphere with tutorial support for overcoming math anxiety. The new math lab served 171 students during the spring of 1998. Average retention rates for the targeted Math 055 and Math 067 classes increased by at least 10 percent, and the success rates for the courses increased by 28 percent over previous terms. The lab will be expanded to serve more than 300 students in the coming year.

- Triton's athletics program offers nine intercollegiate sports with many teams achieving national success. Recent national awards include: the women's basketball team's second place finish at the National Junior College Athletic Association (NJCAA) Division III National Championship; the baseball team's second place finish at the NJCAA world series for the second year in a row; the wrestling team's third place finish at the NJCAA Championship meet; the soccer team's fifth place at the NJCAA Finals; and the men's swimming team's tenth place finish and the women's seventh place finish at the NJCAA National Championship meet.
- During this past year, more than 20 athletes from various sports received scholarships to four-year schools, four baseball players signed professional team contracts, and one baseball player participated in the USA Baseball Fall Trials. More than 50 former students have played professional baseball including Kirby Puckett, formerly of the Minnesota Twins, Rodney Cliftono of the Oakland A's, and Lance Johnson of the Chicago Cubs. Lance Johnson recently pledged $50,000 to Triton in recognition of the contribution the college made to his career.
- Since 1983, more than 4,000 unemployed individuals have received comprehensive counseling, retraining, and job placement services from the Triton Retraining Assistance Center, bolstering the economic development of the communities served by the college.
- Triton College received the Award for Excellence in Substance Abuse Prevention. The World's Largest Sober Party, hosted by Student Services and partially funded by a grant from Pepsi, has been adopted by the state student services committee and is now held simultaneously on the same night by all community colleges in Illinois.
- Triton College received the "Bright Idea" award from the Illinois Association of Collegiate Registrars and Admissions Officers.

Promoting Diversity and Equity

- Triton had more graduating minorities listed in the 1997 publication of the College Board's national publication, *Talent Roster of Outstanding Minority Community College Graduates*, than any other community college in Illinois. Triton had more minority graduates listed in the national roster than all of the Chicago City Colleges combined, despite the fact that the Chicago City Colleges minority enrollments are ten times higher than Triton's.
- Triton College is one of only a few colleges in the state at which the percent of minority students enrolled reflects the percent of minorities in the district it serves. Also, the percent of minority graduates at Triton is equal to the minority percentage of the total enrollment.
- Triton's Nuevos Horizontes, an outreach center in Triton's Hispanic district, was recognized by University of Pennsylvania researchers as a model program for

minority recruitment and academic success.

- Triton's Upward Bound program has been successful in offering supplemental course work to low income high school students for over ten years. The program participants have had a very high completion rate of 80 percent.
- The world-renowned mural artist Mario Castillo worked with a selected class of Triton art students over two summers to produce "The World Cultures Mural". The mural is prominently displayed in the College Center and is a reflection of the college's efforts to support diversity and equity.

Business and Community

- The Triton College Employee Development Institute conducts training programs for companies and organizations throughout the district. Some of these companies include American Airlines, U.S. Can, Borg Warner, Commonwealth Edison, Elkay Manufacturing Company, Land Rover, Navistar, Nestle, Saab, and Zenith Electronics. EDI also provides short-term training programs and seminars for area employees. EDI trains more than 6,000 employees per year.
- The Continuing Education Center for Health Professionals serves the needs of health professions in expanding their role in the delivery of health care. Programs are designed with input from many health professions and professional associations to assist those in practitioner, supervisor/manager, and educator positions to more effectively meet their responsibilities.
- In November, the Triton Foundation honored the last man to leave his footprints on the moon, Captain Eugene A. Cernan, at a stellar event attended by more than 400 guests. The President's Reception raised $39,000 for scholarships and the purchase of educational equipment.

- Since 1981 Triton College has operated its own educational cable television channel. TCTV provides the community with non-commercial, educational, informative, and entertainment programming. TCTV reaches more than 50,000 cable subscribers in more than 60 suburban and unincorporated areas. TCTV programming features 12 different college-credit courses each semester, updates and information on Triton classes and special events, talk shows, a cooking show, and special-interest programming. Triton received a Silver Paragon Award from the National Council for Marketing and Public Relations for the Triton talk show "Triton Today" featuring an interview with former astronaut Captain Eugene A. Cernan.
- Triton 's Cernan Earth and Space Center draws more than 80,000 visitors annually to Triton's campus. The unique facility houses a 100-seat dome theater, a Space Hall with exhibits on space exploration and astronomy and the Star Store gift shop.

ACCREDITATION HISTORY

The North Central Association approved Triton College as a candidate for accreditation in 1969. Full accreditation was granted following NCA's first comprehensive evaluation of the institution in 1972. The college successfully completed a second comprehensive evaluation in 1982; again, accreditation was continued for another ten-year period.

Early in 1990, a conflict developed between the college president and the Board of Trustees. At the president's request, NCA conducted a focused evaluation visit. After the president left the college in the summer of 1990, NCA placed the college on probation because of its unresolved governance problems and scheduled a comprehensive evaluation visit for the following year.

The Board of Trustees hired a new president in the fall of 1990. NCA conducted its comprehensive evaluation in April of 1991, with the result that probation was removed and Triton's accreditation was continued. A focused evaluation was scheduled for 1992 and a comprehensive evaluation for 1994. By the time the focused visit took place, however, another controversy between the college president and the Board of Trustees had arisen. NCA again placed the college on probation in August of 1992.

Dr. George Jorndt was appointed interim president of the college in the summer of 1992 and appointed president early in 1993. The college successfully completed NCA's comprehensive evaluation in the spring of 1994. The Commission on Institutions of Higher Education removed Triton College from probation and extended its accreditation for a five-year period, with a comprehensive evaluation scheduled for 1999.

PURPOSES OF THE REPORT

The primary purpose of the self-study report is to demonstrate that Triton College meets NCA's twenty-four General Institutional Requirements and satisfies NCA's five Criteria of Educational Excellence. Based upon this conclusion, the college requests continued accreditation from NCA's Commission on Institutions of Higher Education for a period of ten years.

The self-study report also has several other purposes and potential uses. The self-study process, first of all, has served as a mechanism for institutional reflection, discussion, and planning. All programs and departments at the college have been reviewed. The self-study committees have identified strengths and needs in many areas and have proposed recommendations to help the college better carry out its mission. The self-study report, then, provides an important source document for continued institutional planning and change.

In addition, the report presents a comprehensive picture of Triton College's mission, organization, programs, and resources. It can serve as a resource for people on campus, within the Triton district, and beyond the district's borders who wish to learn more about various features of the college.

Finally, the self-study report provides an opportunity to recognize, in some measure, the outstanding efforts and achievements of the many people who contribute to the continuing growth and strength of Triton College.

ORGANIZATION OF THE REPORT

The executive summary, which precedes this introductory chapter, gives highlights of the institution's self-evaluation. Later sections of the Introduction discuss college actions taken in response to the concerns stated by the NCA evaluating team after their visit to Triton in April 1994. In addition, significant developments at the college since the 1994 visit are discussed.

The main body of the report consists of five chapters that address the five basic NCA criteria for accreditation. Each chapter was originally developed by one of the five subcommittees that conducted the college self-study. Mission and purposes, resources, educational services and outcomes, institutional planning, and integrity at the college are analyzed and evaluated in these chapters.

Two shorter chapters follow the main body of the report. First, there is a summary explanation of how Triton College meets NCA's General Institutional Requirements. References are listed for the primary resource documents that show how the college satisfies these requirements.

Following the discussion of General Institutional Requirements is another short chapter which describes Triton College's compliance with regulations contained in the federal government's Higher Education Reauthorization Act. An account of the

procedures used by the college to solicit third party comments during its self-study is given in this chapter.

SELF-STUDY PROCESS

The self-study process at Triton began in the summer of 1997 with the development of a preliminary timetable and the selection of the coordinator, committee chairpersons, and a report editor. The decision was made to focus the self-study on the five NCA criteria for accreditation. Accordingly, five study committees were created: Mission and Purpose, Resources, Educational Services and Outcomes, Institutional Planning, and Integrity. The study committees were subordinate to an all-college NCA Self-Study Steering Committee, which had final responsibility for conducting the institutional evaluation and completing the self-study report.

The five subcommittees, each of which was chaired by a full-time faculty member, met on several occasions during the spring term of 1998. They identified the main topics of their study and appointed sub-groups to develop specific reports. These were read and discussed at subcommittee meetings, and based upon them, evaluations of area strengths, concerns, and recommendations were developed. Each subcommittee assembled a draft report which was completed early in June of 1998. A first draft of the self-study report was then compiled by the report editor and reviewed by the Steering Committee in the summer.

In September 1998, the five study committees met again to make final revisions in their reports. A second draft of the college report was prepared in October and then circulated to the campus community. In November, a series of open forums was held to give all persons on campus the opportunity to participate in discussions of each chapter, and finally of the whole, of the self-study report.

The final draft of the self-study report was prepared at the end of November 1998, incorporating final changes arising out of the campus-wide discussions. The final report was presented to the Steering Committee and the Board of Trustees for approval early in December.

RESPONSE TO THE 1994 NCA TEAM REPORT

> ***Concern #1:*** *Continued reorganization and turnover of personnel may impair efficiency and effectiveness of the institution and inhibit progress. Although some downsizing may be necessary, administration needs to be sensitive to the impact on programs and services.*

There have been many personnel changes at the college, especially among the administrative staff, over the last four years. However, the basic organizational structure of the college has not altered significantly.

Since 1994, four administrators retired, six resigned to take other positions, one returned to a faculty position, and four left because their contracts were not renewed. In some areas where there has been turnover, the vacancies have been filled by internal people who bring a depth of experience to their new roles.

Administrators at the college are responsible for carrying out budgetary missions and goals as well as strategic plan goals and priorities. Many people at the college participate in projects and activities aimed at achieving these goals. The strategic and budgetary goals and priorities have been met despite administrative changes.

> ***Concern #2:*** *There is a need for a manpower plan in regards to faculty replacement given expected retirements. In addition, attention needs to be given to increasing the diversity of the faculty and staff.*

The college expects 48 full-time faculty members to retire over the next two-and-a-half years. In many cases, these persons are choosing to leave because of new opportunities created by changes in the Illinois community college retirement program and the Triton faculty contract.

During the summer of 1998, a campus-wide task force developed a faculty recruitment action plan to provide a detailed guide for the hiring of new faculty members. The plan describes desired characteristics of the new faculty, marketing and recruitment strategies, employment incentives, the hiring process, new faculty orientation, and implementation plans.

The plan calls for efforts to recruit applicants from historically black colleges and universities and other institutions with large numbers of minority graduate students. One of the stated objectives of the plan is to: "Attract among the newly employed faculty an ethnic, gender and cultural diversity comparable to that existing within the Triton student body."

> ***Concern #3:*** *A professional development plan linked to institutional and programmatic goals needs to be developed, and funded current goals are sporadic and not targeted at shaping the faculty of tomorrow.*

Providing staff development opportunities is one of the goals of Triton's strategic plan. The priorities listed under this goal during the past year include the following objectives:

- Establish training for staff in customer service
- Provide instructional technology training for faculty
- Provide computer training for all personnel
- Provide in-service programs for faculty and staff on availability and access to academic support resources and services
- Provide professional development and recognition for adjunct faculty

In 1998, the college created a Training/Technology Center, staffed by a full-time director. This person coordinates an ongoing series of classes available to faculty and staff to assist them in acquiring skills to use e-mail, the Internet, and other productivity software and equipment. In addition, the director works with individual faculty members on more advanced instructional projects.
Two committees of the faculty-led Academic Senate promote staff development projects. One is the Professional Development Committee, which plans and organizes two annual faculty workshops. The other is the newly-formed Teaching/Learning Technology Roundtable, which explores and coordinates campus projects for implementing new instructional technology.

> ***Concern #4:*** *With a faculty 90% tenured, the current system should be revised to include more frequent student, peer and dean evaluation. The information could be used effectively to continually improve the teaching/ learning process.*

The procedures for evaluating full-time tenured faculty members are specified in the negotiated agreement between the board and the faculty association. It is explicitly stated that the purpose of the faculty evaluation process is to improve an instructor's quality of instruction and to develop a plan for professional development. Furthermore, the contract states that the evaluation of full-time faculty will occur every fourth year after tenure has been granted. These provisions have not been materially altered from those in effect in 1994.

During a faculty member's evaluation year, standardized student evaluations are collected in all of the instructor's classes. These are reviewed by the instructor and the department chairperson or coordinator. The faculty member also writes a professional development plan, which is then discussed with the chairperson and divisional dean.

Various professional development activities are available to instructors at the college. The implementation of Triton's assessment program, with projects constructed by individual faculty members, provides additional opportunities for instructors to improve teaching and learning.

> ***Concern #5:*** *There is a disproportionate ratio between the full-time and part-time faculty in the Arts and Science area. Attention to rectification should be a primary concern in hiring new faculty.*

In fiscal year 1994, 49 percent of arts and sciences class sections were taught by full-time faculty; in fiscal year 1997, 56 percent were taught by full-time faculty; and in fiscal year 1998, 52 percent were taught by full-time faculty. The report for fiscal year 1998 excludes advanced placement courses taught at in-district high schools and counts professors emeritus as full-time instructors. The decline in fiscal year 1998 was due to some unusual circumstances: release time was given to five arts and sciences faculty for preparation of the self-study report, and one faculty member from the division was on sick leave throughout the year.

The Triton College *Faculty Recruitment Action Plan* adopted in the summer of 1998 calls for eleven new full-time faculty members to be hired for arts and sciences areas in calendar year 1999 and an additional three to be hired in calendar year 2000.

Faculty who will retire between now and June of 2000 have the option to continue teaching a reduced load for a three-year period after retirement. It is expected that many retirees will choose to do this. Consequently, while the proportion of full-time faculty will decline across the college temporarily in the near future, the percentage of class sections taught by full-time instructors plus the emeritus instructors will remain approximately the same.

> ***Concern #6:*** *With the ending of a four-year cycle of student funding for the Library, the institution needs to make a commitment to provide adequate support for continued upgrading of collections, as well as investment in technology.*

The materials portion of the library budget has remained at a fairly constant level over the past several years: $230,900 in fiscal year 1996, $247,440 in fiscal year 1997, and $252,424 in fiscal year 1998. The Triton College Student Association also donated $39,000 to the library for equipment and books in fiscal year 1996 and

another $10,396 in fiscal year 1997. Small grants from external sources have supplemented the library's materials fund.

The size of the library holdings increased slightly between 1994 and 1998, from 82,256 to 84,377 book and audio-visual resources. In 1996, the collection at Triton was the seventh largest of the 49 community college campuses in Illinois.

Many new kinds of equipment and software have been introduced to give students and district residents an array of opportunities for accessing information. Triton's holdings, as well as those of other Illinois colleges and universities, can be searched by means of Illinet Online catalog system. Also, the library makes several specialized CD-ROM databases available for student use. Since 1996, seven Internet stations for student use have been added to the library, in addition to the machines devoted to the on-line catalog.

As part of its strategic plan, the college has made a major commitment to renovate the library. A $1.1 million plan was approved by the Board of Trustees in the fall of 1998. Construction will begin within the year.

> ***Concern #7:*** *The various plans should be integrated with the strategic plan to insure implementation, periodic review, and parallel resource allocation.*

The main components of institutional planning at Triton are budget, strategic, and technology planning. These are supplemented by an annual review of administrators' goal completion and designation of goals for the coming year.

Since 1994, budget planning has been integrated into the strategic planning process through the creation of strategic planning funds. For the last three years, the college has set aside funds for strategic planning initiatives. So, budget managers are not required to take funds away from their current projects in order to fund agreed upon strategic efforts.
Prior to the completion of the budget process, each area on campus is required to submit for approval an updated technology plan for the following year. Technology plans are required to match the budget planning documents. When the new equipment and software reflect an agreed upon strategic objective, they are funded through strategic planning funds. Therefore, all the technology plans are integrated into the budget process and, when they reflect strategic planning objectives, are integrated into the strategic planning process.

The strategic planning process at Triton is exceptional because it is brief, contains measurable objectives, and is linked to the college budget. Administrators are assigned to each of the goals and priorities, assuring follow-up and accountability.

Concern #8: *Minorities and protected classes are under represented in the administration.*

Search procedures have been developed in order to pro-actively recruit qualified minority candidates for all employee groups. Vacancies are published in local newspapers and publications specifically designed to reach people of color and persons interested in post-secondary education. Various resources are used to recruit applicants of diverse background (minority vita bank, minority publications, and announcements sent to minority institutions). In fiscal year 1994, there were 32 administrators: 23 white, 6 black, 2 Hispanic, 1 Asian. In fiscal year 1999, there are 28 administrators: 21 white, 4 black, 3 Hispanic, and 1 Native American.

Concern #9: *Official personnel files are in disarray making it difficult to locate and verify academic and other credentials.*

A plan for reorganizing official personnel files was developed two years ago, and a staff person was hired to work on the project. All of the files are reorganized so that the major categories of documents, such as applications and transcripts, are sorted and readily accessible. The files of the full-time faculty members have been re-done, and those of adjunct faculty members are currently being updated.

Concern #10: *Although there is evidence of efforts to retain students, additional programs and processes must be designed and implemented to increase student retention.*

More than 50 Triton departments have submitted reports on retention activities that have been implemented over the last two-to-three years. The list of specific activities is exhaustive, with many faculty and staff members involved in a wide range of initiatives. For example, one academic department has initiated small support groups for students to provide peer support, referrals to campus resources, and inclusion in learning skills workshops. Many departments indicate that they have developed an active referral system with various support services on campus such as the Counseling Department and the Learning Assistance Center. In addition, many faculty members note that they personally track their students by making telephone calls after class absences. They also track students to ensure that referrals to support services are acted upon.

Other examples of retention initiatives include the expansion of the in-class advising and registration service, which is supported by many faculty and conducted in cooperation with the Academic Advising Department. In addition, personal letters are often sent by instructors to encourage enrollment in the next appropriate course sequence. Ongoing curriculum revisions also offer opportunities to introduce course improvements that promote student success.

The development of a college-wide plan to coordinate retention efforts is one of the strategic goals for the current year.

Concern #11: *The Board needs to review the practice of appointing members to any collegiate committees. They should limit their committee involvement to Board Committees.*

No board member serves on any of the academic committees of the college. The board maintains two subcommittees of its own for the purpose of reviewing college affairs. These are the Academic Affairs and Student Services Committee and the Finance, Maintenance and Operations Committee, each of which is chaired by a board member.

One board member served on the Library Renovations Advisory Committee, which was a sub-committee of the board's Academic Affairs and Student Services committee. Two board members were also appointed to serve on the NCA Steering Committee. It was felt that having board representatives on these committees would be important to the accomplishment of their tasks.

Furthermore, board members play an active role in promoting educational initiatives within the Triton community. One member serves on the executive board of the Celebrating Partnerships organization, which is coordinated through Triton's Office

of Community Education. Another board member attended meetings of the college's Short-Term Training/Workforce Council as a representative of a community organization.

> ***Concern #12:*** *There is evidence of the Board limiting their activities to policy directions for the college, but there are still occasional instances where the Board has performed duties normally seen as the responsibility of management; i.e.: 1) conducting meetings along with the President to answer questions with the Mid-Managers about the status of the reduction-in-force as it applied to their unit, and 2) by-passing the normal student grievance procedure through intervention.*

The *Triton College Board Policy Manual* includes policies that delineate the roles and responsibilities of board members, the president, and the administration. The board's function is to set policies for the college, and the president is then responsible for developing plans and implementing them. These policies and guidelines have been followed over the past five years. There is no evidence of the board performing duties of management.

> ***Concern #13:*** *The Board should continue its commitment to in-service training in boardmanship and to annual evaluations of the Board's effectiveness.*

The Board of Trustees has held annual workshops for the past five years. During the first two years, the board focused on governance. Mr. Gary Davis, from the Illinois Community College Trustees Association, and Mr. James Tatum, from the Association of Community College Trustees, were the facilitators.

Mr. Tatum was invited back by the Board of Trustees to facilitate a workshop on conflict management and human relationships. The board also held two other workshops on the topics of accomplishing the college mission and strategic planning.

Board members participate in other activities which contribute to their abilities to carry out their duties effectively. Board members have attended several national conventions, including meetings of the Association of Community College Trustees, the Association of Governing Boards, and the Association of Community Colleges. Several members of the board have attended the Illinois Community College Trustees Association's monthly meeting. Also, the regional trustees' meetings are attended by members of Triton's board on a regular basis.

Special orientation activities are provided for newly elected board members. They have attended programs presented by the college president and by the Illinois Community College Trustees Association.

Concern #14: *The condition of the college's infrastructure requires continued review and assessment to determine the overall viability of the physical resources and its impact on the educational environment.*

To keep the college's physical plant in a state that is attractive and conducive to excellence in education, many campus facilities have been upgraded.

- New auto lifts for technology were installed.
- The B parking lot was resurfaced.
- Four thousand square yards of new carpet for classrooms were installed.
- Seating in the Cernan Center was reconditioned and new carpets were installed.
- The 1,700-seat gym bleachers were reconditioned.
- Restrooms in two buildings were upgraded.
- Tuckpointing was done on various buildings.
- The press room in the Industrial Careers Building was renovated to accept a large web press.
- Three bridges and two buildings were repainted.
- A set of eight new roofs were installed on the Robert Collins Center.
- The large theater in the Robert Collins Center was completely renovated.
- New plumbing was installed throughout the campus to upgrade the old valves and iron pipes.

For the next fiscal year the following projects are proposed:

- Replace all the staircase handrails so they comply with *Americans with Disabilities Act* standards
- Install a large exhaust fan in the pool to reduce humidity
- Install a 911 locator identifier on the telephone system for the safety of personnel
- Repair the east campus road and parking lot
- Install a new clock and PA system, campus wide
- Carry out a large library renovation project
- Install 4,000 square yards of new carpet
- Install new theater lights and sound system
- Install a new large movable file system for Finance and Purchasing
- Renovate the band room
- Update two to three building restrooms
- Renovate the police station

Concern #15: *The college's cost containment practices require periodic review to maximize cost savings and to minimize negative effects on students, faculty and staff.*

As required by the Illinois Community College Board and the Illinois Board of Higher Education, all institutions of public higher education in Illinois are required to annually complete the *Priorities, Quality and Productivity (PQP)* report. Triton's 75-page report, prepared by the Office of Research, Planning and Assessment, provides a review of ongoing cost containment practices and describes new efforts in cost effectiveness the college has initiated in the past year. These initiatives are implemented and then monitored by academic administrators and the Business Office staff.

Although the college continually attempts to operate more efficiently and cost effectively, conditions have significantly changed since the last NCA visit in spring of 1994. Since then, the college's enrollment has increased an average of three percent a year. During the same period, enrollments at other community colleges across the state declined. Since Illinois uses an enrollment driven formula to fund community colleges, Triton's share of state money has steadily increased. This has resulted in a much stronger financial situation for the college than in previous years. Healthy fund balances are projected for the next five years.

Concern #16: *Regardless of the college's long standing tradition of operating in a fiscally conservative nature and its ability to maintain an adequate fund balance sufficient to alleviate the need for short-term borrowing, its long-term (3-5 years) financial stability is threatened by the following:*

1. *Potential elimination of tuition chargebacks without sufficient replacement funds.*

In November of 1996, the Council of Presidents of Illinois community colleges unanimously agreed to withdraw their support for the plan to eliminate chargebacks. Triton's president, Dr. Jorndt, had argued against the plan, noting that the elimination of chargebacks would have a serious impact on students who want to enroll in high cost, high demand career programs.

There is general agreement among the presidents and the Illinois Community College Board that the issue of chargeback elimination is dead. It is highly unlikely the chargeback issue will be raised again without including a compensation package for those colleges most seriously affected by such a measure.

2. *The loss of resources caused by a very conservative philosophy concerning levying of taxes.*

The college has pursued other revenue sources as an alternative to increasing the tax burdens of district residents. In the past few years, new training courses have been provided through company contracts and inter-governmental agreements. The result has been a surplus in revenues in each year for the past five years. Even with over a million dollars being spent for technology enhancements, the college operating fund balance at the end of fiscal year 1998 was $11.3 million.

3. *The possibility that additional increases in tuition not identified to direct increases in student services may cause decreases in enrollment.*

At the time of the last NCA visit, the college had just implemented a tuition increase which went into effect in the summer of 1994. The college has not had a tuition increase since then. The college's current tuition rate is close to the state average, and there are no plans to raise tuition in the future.

4. *The college's recent practice of expending fund balances to its current acceptable, however, minimum level.*

The college fund balance is now well above the minimum recommended level. Furthermore, changes in early retirement benefits in the current faculty contract will result in the retirement of a large number of faculty members over the next two years. The cost savings from these retirements over the next three-to-five years will be substantial. It is projected that these savings will ensure a stable financial base for at least the next decade.

SIGNIFICANT DEVELOPMENTS SINCE 1994

The most important changes that have occurred at Triton College since 1994 have been in the areas of financial resources, staff, and computer infrastructure and facilities. Other prominent features of the college and community are also discussed in the paragraphs below.

Triton District

The population of Triton's district is gradually declining. Between 1980 and 1990, the population fell by two percent; between 1990 and 2010, the population is projected to decline by another 4 percent. In general, the loss is due to a gradual reduction in household size, while the number of households in the district remains stable. Triton's district is comprised of older communities with fully developed land areas. The racial composition of the district is also changing. In the 1980 census, the white population comprised 83 percent of the residents; while in the 1990 census, whites made up 73 percent of the population. The racial make-up of public schools in Triton's district also shows an increase in diversity. During the 1997-1998 school year, 49 percent of public school students were white, 31 percent African American, 16 percent Hispanic and 3 percent Asian. Information on race is not available for private schools in the district.

The increase in non-English speaking immigrants in the district has resulted in a need to find more classroom space for the English as a Second Language

classes. The college continues to explore avenues to collaborate with other agencies to provide additional classroom space for this growing population.

Triton Students

In the fall term of 1998, there are 20,388 students enrolled in courses at the college (8,126 full-time-equivalents). This number includes 12,945 persons taking credit courses, 5,236 persons taking adult basic education or English as a Second Language courses, and 2,207 persons enrolled in community service classes. The average age of all students is 30.7 years and the median age is 27.0 years. Approximately two-thirds of all students live within the Triton district.

Among the credit students, 52 percent are enrolled in arts and sciences courses and programs and 48 percent in career education studies. A far higher proportion of arts and sciences students live within the Triton district in comparison with occupational students: 82 percent versus 60 percent.

Triton's student population continues to reflect the diversity in the communities it serves. In the traditional degree credit classes, whites make up 59 percent, African Americans 22 percent, and Hispanics 14 percent of the students. Aside from an increasingly diverse racial population, the student body has changed little in the last five years. Entering test scores have been stable, average age has changed very little, and the proportions of students choosing career and transfer programs have not changed significantly.

Enrollment

The enrollment at Triton College has increased each year for the past five years, producing a total increase of 11 percent between fiscal year 1994 and fiscal year 1997. The increase is significant in that community college enrollment throughout Illinois has declined during the same period. Since the majority of state funds are based on credit hour funding, Triton has received a larger portion of the total state grant each year. In 1997, the Illinois Community College Board adopted a system for performance funding and included as one indicator the percent of population served. Triton ranked fourth highest among the 40 community colleges in Illinois for percent of population served and received the highest funding level possible. Triton's largest increases have been in adult basic education courses and contractually based courses with business, industry, and other governmental agencies.

Finances

At the end of fiscal year 1994, the college had reserves of $2.5 million. At the close of 1998, however, the reserves had expanded to a total of $11.3 million, an increase of more than 400 percent. A gradually increasing enrollment trend during the period resulted in increased tuition revenues. Also, as noted above, state funding has also increased over the past four years. While enrollments in credit programs have risen, an even greater portion of the overall increase is due to larger numbers of contract training opportunities. In addition, the retirement of 48 full-time faculty members in

the next year will contribute to the reduction in costs over the next decade. The college has sound fiscal resources that will remain stable into the next century.

Equipment, Infrastructure, and Facilities

Over the last five years, the college has made significant changes in facilities, infrastructure, and equipment. With the increase each year in reserves, the board and administration chose to release a portion of these funds to upgrade instructional and administrative computers. Through the college's strategic plan, the board allocated over $2 million from the reserves. Most of these funds were used to purchase new instructional computer hardware, software, and technical equipment. Over the past few years, Triton has spent more money on instructional equipment per full-time-equivalent student than 90 percent of the Illinois community colleges. The college also invested in the networking of the entire campus. Currently, nearly all of the full-time staff, including the full-time faculty, have computers that are networked. This equipment gives the staff access to e-mail, Internet, and the college's Intranet. In addition, the college recently completed the renovation of first floor level of the Learning Resource Center. The newly renovated floor holds electronic classrooms, administrative offices, and two new television studios.

Staff

The number of full-time faculty declined by approximately 15 percent over the last five years due to retirements and resignations. Also, the college will experience a large number of full-time faculty retirements in the next year. Significant planning efforts have been made to recruit and provide orientation for the new faculty who will replace the retiring faculty. The college continues to rely on adjunct faculty to teach approximately one-half of the degree credit classes and all of the continuing education and adult basic education classes. There are a number of systems in place to assist adjunct faculty, including an adjunct faculty orientation, mentoring by full time faculty, and opportunities for pay increases through participation in special courses offered to employees at no cost.

In addition to faculty retirements, there has been considerable turnover in the administrative staff since the last NCA visit. More than half of the administrative positions have had new appointees since 1994, and half of those positions have been filled more than once. The Chicago area provides administrators with opportunities for career movement, and Triton's administrative salaries tend to be on the low end in the Chicago metropolitan area.

Programs and Services

One of the major changes for all community colleges in Illinois over the past five years has been the introduction of the Illinois Articulation Initiative (IAI). The statewide initiative has standardized courses for ease of student transfer among public higher educational institutions in Illinois. The general education component of the project is now complete, and courses that will transfer between IAI institutions in Illinois are clearly delineated in the Triton catalog. Dr. Barbara

Nelson, a member of Triton's English Department, was an essential leader at the state level in developing the Illinois Articulation Initiative provisions.

Student and Client Outcomes

Each year the research office surveys all graduates and a report is prepared showing graduates' success rates. The data from this report is included in the *Program Screening Model,* which also presents information on program enrollment history, cost, retention, graduate success and efficiency in use of allocated space. The deans use the screening model in their annual program review process. The most recent graduate survey showed 94 percent of graduates were employed and, among the graduates working full-time in their field, their median reported salary was $30,000.

Institutional Planning

Since 1994, the college has produced a strategic plan each year, which includes the goals and initiatives for the upcoming year. Each strategic priority is assigned to an administrator who prepares a timeline for its completion. The initiatives that cannot be funded through the operating budget are funded through a special allocation from the college reserves. For fiscal year 1999, the college allocated nearly $600,000 from reserves to fund the strategic goals and priorities. At the end of each year, administrators complete a report demonstrating their progress in meeting their priorities and timelines. These reports are then compiled and published.

Triton College has made important gains in building its financial base over the last five years. It is well-prepared to address the institutional changes that will come with the anticipated full-time faculty retirements and the hiring of a new faculty cohort.

CHAPTER ONE
MISSION AND PURPOSES

Criterion One: "The institution has clear and publicly stated purposes, consistent with its mission, and appropriate to an institution of higher education."

This chapter examines the current mission statement of Triton College and its long-range goals as presented in *Strategic Plan 2000.* Questions considered in this chapter include:

1. Does the college have a mission statement and is this statement readily available?
2. Does the college have specific purposes, strategic goals, and priorities, and are these purposes related directly to the mission statement?
3. Do the goals of the college support the values of higher education by stating a commitment to freedom of inquiry, educational breadth and depth, excellence in teaching, and excellence in student learning?

The chapter concludes with a discussion of strengths, concerns, and recommendations relating to the college's statements of mission and purposes.

CURRENT MISSION

The mission of Triton College is to create affordable and accessible opportunities in education, training, and cultural enrichment for students and the community. With excellence, accountability and fiscal responsibility, Triton College will respond to the changing needs of a diverse and dynamic community. To accomplish this mission, the college will:

- *Provide programs for the first two years of study which will prepare students to transfer to four-year institutions.*
- *Provide career and technical programs which will prepare students with competencies consistent with employment opportunities.*
- *Provide programs and services which promote lifelong learning.*
- *Provide programs and services for student success and development, recognizing the unique needs of an increasingly diverse student population.*
- *Provide education, training and technical assistance for business, industry and community organizations.*
- *Provide partnership opportunities with educational entities, community-based agencies, and business and industry.*
- *Provide opportunities for students and community to develop an appreciation of cultural diversity.*
- *Provide citizenship programs that encourage students to become informed, mature participants in a democratic society.*

Evolution of the Current Mission Statement

The current mission statement of Triton College was developed during the spring of 1993. A Strategic Planning Steering Committee representing all areas of the college—administration, faculty, mid-management, classified, students, and community—was charged with revising the previous mission statement. The new mission statement and strategic plan, also formulated by the committee, were designed to reflect changes occurring at the college in the early 1990s. These changes included a continued decline in the number of students attending the college, an increasing multi-ethnic makeup of the student population, as well as a decline in funding experienced by the college. The mission statement was approved by the Board of Trustees in August of 1994.

Availability of the Mission Statement

This mission statement is published in the *Triton College Catalog*, the *Triton College Annual Report*, the *Triton College 1997 Fact Book*, and the *Triton College Faculty Handbook*. The Triton College Internet home page also lists the mission statement of the college as well as twenty mission statements and yearly goals for administrative areas within the college.

LONG-RANGE GOALS AND PURPOSES:

STRATEGIC PLAN 2000

Statements of mission and purpose, which are reviewed each year, provide the framework for governance, administration, and communication at Triton College.
The annual college budget includes estimated college revenues as well as expenditures that are planned for each administrative area. Statements of area goals and purposes are based upon the fundamental college missions and provide the framework for annual administrative planning. These statements are printed in the budget book. The major portion of the budget is dedicated to the salaries and benefits for personnel who are needed to fulfill the purposes of the college. The budget also provides for contractual services, general materials and supplies, conference and meeting expenses, fixed charges, utilities, and capital outlay.

The long-range goals or purposes of the college are included in *Strategic Plan 2000, 1998-2000*. This plan builds on the earlier 1995-1997 strategic plan developed in 1994. In preparing this document, the Strategic Planning Steering Committee obtained input from all of the college constituencies.

The strategic plan is updated annually. The college community is asked to review the current strategic plan and submit any recommendations for changes or additions. The administration reviews all recommendations and develops goals and priorities based on those recommendations. A draft of the goals and priorities is sent to all deans, department chairs, and coordinators for their review. They are asked to share the draft with their faculty and staff for additional suggestions. Recommendations arising from program review procedures in each area are built into the strategic plan.

A draft of the strategic plan is then presented to the Academic Senate for review. The administration makes modifications based on additional input received. A final draft is circulated to the deans, department chairs, and coordinators. This final draft is presented to the Academic Senate for their approval. The strategic plan is then submitted to the Board of Trustees for their approval.

Once the plan is approved, the administration is charged with providing an action plan for each strategic goal and the various priorities under each goal. The detailed plan includes a description of the activity, a time line, cost, and the administrators responsible for ensuring its completion. The strategic plan with its goals and priorities is distributed to the entire college community. The detailed reports of the strategic plan are given to each administrator and board member, and several copies are housed in the library. The reports are available to the public for review.

The mission and strategic plan drive institutional planning and the budget. The priorities outlined in the plan are budgeted first. The deans, department chairpersons, and coordinators work together to develop departmental budgets. Each area of the college identifies its goals for the fiscal year. The goals for the area reflect the goals of the strategic plan. These goals are included in the published operational budget book. If the budget allocation is insufficient to accomplish the goals for the year, the administration will recommend that the board approve additional funds from the institution's reserve fund in order to accomplish the goals.

The final plan consists of fifteen individual strategic goals, which are listed below. The plan was approved by the Board of Trustees at its meeting of September 22, 1998.

STRATEGIC GOAL 1: Maintain and Increase FY 97 Head Count and Credit Hours.

Priority # 1 Implement comprehensive marketing plan for all academic areas. Develop specific marketing plans for targeted populations.

Priority # 2 Develop a comprehensive retention plan that coordinates existing initiatives and implements additional activities.

Priority # 3 Identify new programs for development and implementation.

STRATEGIC GOAL 2: Continue to Monitor and Improve the Academic Assessment Plan Designed to Improve the Teaching and Learning Process.

Priority # 1 The Assessment Committee will monitor and modify, as needed, the various models of academic assessment.

Priority # 2 Host an Assessment Fair.

Priority # 3 Include SCANS competencies in Business, Technology, Health Careers and Arts and Sciences Programs.

STRATEGIC GOAL 3: Conduct an Annual Review of all Academic Programs to Ensure High Quality Education While Containing Cost.

Priority # 1 Annually review programs for low enrollment and high cost in accordance with the State's PQP requirement.

STRATEGIC GOAL 4: Upgrade and Maintain a High Level of Advanced Technological Applications for Classrooms, Laboratories and Other Education Settings.

Priority # 1 Maintain an inventory of instructional equipment and software on campus.

Priority # 2 Establish and maintain emerging Instructional Technology.

Priority # 3 Establish a Teaching/Learning Technology Roundtable.

STRATEGIC GOAL 5: Provide Staff Development Opportunities on a Wide Variety of Topics.

Priority # 1 Establish training for staff in customer service and team building.

Priority # 2 Maintain and enhance the Training/Technology Center to provide instructional technology training for faculty.

Priority # 3 Provide computer training for all personnel.

Priority # 4 Provide in-service programs for faculty and staff on availability and access to academic support resources and services.

Priority # 5 Provide professional development and recognition for full-time and adjunct faculty.

Priority # 6 Develop an incentive program for faculty.

STRATEGIC GOAL 6: Promote Participation in Institutional Governance.

Priority # 1 Continue to build bridges amongst the faculty and administration through open communication and implementation of other strategies.

Priority # 2 Continue to work on the concept that the Board must take a strong role in identifying, defining and clarifying the authority it delegates and the governance it shares.

Priority # 3 Encourage the involvement of Board members and administration in statewide organizations and committees devoted to educational endeavors.

Priority # 4 Update the institution and community on the progress of the Strategic Plan.

Priority # 5 Use a participatory decision-making approach in accomplishing the mission of the college.

STRATEGIC GOAL 7: **Improve Academic Support Services to Increase Student Success.**

Priority #1 Investigate and make recommendations for:

1.1 Workshops for faculty and staff on developmental education issues.

1.2 Expand the computer based learning system to supplement one-to-one tutoring and to improve students' reading, writing, mathematics and critical thinking skills.

1.3 Develop new writing skills learning assistance enhancements through computerized group and one-on-one initiatives.

1.4 Develop the Math Power Headquarters project to improve math success through innovative tutoring, computer-aided assistance and intensive math review.

Priority #2 Investigate and make recommendations for:

2.1 Bridge programs to empower at-risk students.

2.2 Modernize Library's physical facility and furnishings.

2.3 Enhance LRC collections through the acquisition of electronic and print resources.

2.4 Create quiet study rooms in the LRC.

2.5 Upgrade equipment and instructional resources in the Independent Learning Lab.

Priority #3 Enhance Special Needs Equipment/Software

Priority #4 Develop a new data tracking system for all academic support programs and services.

Priority #5 Establish a Developmental Education/Adult Basic Education Curriculum Committee.

STRATEGIC GOAL 8: **Increase the Quantity and Quality of Partnerships with Business and Industry, Educational Institutions and Government Agencies.**

Priority # 1 Review existing partnership activities to assess their effectiveness and mutual benefit.

Priority # 2 Review and recommend whether community centers should be expanded, maintained or reduced.

Priority # 3 Expand training partnerships with business, hospitals, and other organizations.

Priority # 4 Strengthen the Education-to-Careers Partnership to facilitate the coordination of a comprehensive Tech Prep instructional program.

Priority # 5 Develop a standardized campus-wide 2 + 2 articulation procedure.

Priority # 6 Create a comprehensive Welfare-to-Work program to provide an array of educational/training opportunities for eligible students.

Priority # 7 Provide career exploration opportunities for K-12 and community college students in the Des Plaines Valley Region, through the Education-to-Careers Partnership.

Priority # 8 Maintain and enhance the Advanced Placement and Scholars Programs with area high schools.

Priority # 9 Expand early childhood education, child development facility, and services within the community.

STRATEGIC GOAL 9: Develop New Sources of Revenue.

Priority # 1 Research and develop new training programs that have high revenue potential.

Priority # 2 Seek out federal grants which relate to institutional strategic initiatives.

STRATEGIC GOAL 10: Develop and Implement Curricular Innovation.

Priority # 1 Develop additional programs and classes for non-credit students.

Priority # 2 Develop courses for alternative delivery systems.
Priority # 3 Continue to monitor the implementation of the (IAI) Illinois Articulation Initiative for its impact on curricula.

STRATEGIC GOAL 11: Utilize Technology to Improve Access and Delivery of Information to Students, Staff and Community.

Priority # 1 Explore development of home pages with area high schools to support cooperative partnership efforts.
Priority # 2 Promote events on campus through the Internet.
Priority # 3 Continue to implement and enhance Internet and E-mail infrastructure for faculty/staff offices and most classrooms/labs.
Priority # 4 Maintain up-to-date operating systems and application software for PC environment.
Priority # 5 Continue to re-engineer administrative and student systems to become compliant with Year 2000 requirements.
Priority # 6 Continue to enhance and implement Internet and Intranet services.
Priority # 7 Develop and support process for Web home pages.
Priority # 8 Develop and implement a plan for electronic-based classrooms.
Priority # 9 Upgrade administrative computers to facilitate program success.

STRATEGIC GOAL 12: Improve and Enhance Campus Facilities.

Priority # 1 Implement the plan for the renovation of facilities.
Priority # 2 Maintain a maintenance schedule for buildings and grounds.
Priority # 3 Develop a plan for the renovation of facilities.
Priority # 4 Renovate the Admission/Financial Aid Offices on the second floor of the College Center.

STRATEGIC GOAL 13: Update the Information Technology Plan that Defines the Long-Term Information Technology Needs of the Institution.

Priority # 1 Set target dates for the IT planning process that integrates with the strategic planning & budget development processes.
Priority # 2 Consult TLTR Committee for IT direction.

STRATEGIC GOAL 14: Hire New Full-Time Faculty Where Needed to Ensure Quality Education.

Priority # 1 Develop a faculty recruitment plan.
Priority # 2 Develop an orientation/mentoring program for new full-time faculty.

STRATEGIC GOAL 15: Support the Leadership and Core Values Initiative.

Each year a report is prepared to provide information to the college and community on the progress made on the strategic goals. Both qualitative and quantitative measures are included in this update. A second report, which presents modification or new priorities for the strategic plan, is also developed and sent to the college community.

Since administrators are responsible for completion of strategic plan goals, implementation of the plan may be adversely affected when administrators leave the college or are reassigned. Triton College has had a large turnover of administrative staff since the previous NCA evaluation in 1994. Approximately one-third of the administrative positions has had three individuals, and another third has had two individuals, in those positions. While administrative turnover is to be expected and may benefit the college as well as the respective individuals, a large turnover rate may affect the ability of the college to carry out its fundamental missions.

It should be noted that other members of the college staff also participate in efforts to carry out or implement the strategic priorities. When new administrators are appointed, the previous goals are assumed as part of their new duties. The update report submitted to the college community in September of 1998 indicates that satisfactory progress has been made on the strategic goals and priorities.

SUPPORT FOR VALUES OF HIGHER EDUCATION

Priorities established under each of the fifteen goals of *Strategic Plan 2000* and other college documents clearly support the college's commitments to freedom of inquiry for faculty and students, to the breadth and depth of higher education, and to excellence in teaching and student learning.

Commitment to Freedom of Inquiry for Faculty and Students

Various documents of the college address the college's commitment to freedom of inquiry for faculty and students. The Board of Trustees of Triton College states their intention to comply with the provisions of the *Illinois Freedom of Information Act* in the *Triton College Catalog.* Also included in the catalog is a section on academic freedom for instructors. This section states that teachers are entitled to full freedom in research and in the classroom discussing their subject and that teachers are free from institutional censorship or discipline when they speak or write as citizens.

Academic freedom for both teachers and students is also addressed in the *Negotiated Agreement between the Triton College Board of Trustees and the Triton College Faculty Association.* The following excerpt is taken from the current negotiated agreement :

> *Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends on the free search for truth and its free exposition. Academic freedom is essential to these purposes and is fundamental for the protection of the right of the teacher in teaching and of the student in learning.*

The students at Triton College are represented on the Board of Trustees by an elected student trustee. The qualifications for this position are printed in the student handbook, *Book 411.* The student handbook includes the following statement of freedom of inquiry and expression:

> *Students of organizations should be free to examine and discuss all questions of interest to them and to express opinions publicly and privately. They should be free to support causes by orderly means which do not disrupt the regular and essential operation of the institution.*

Commitment to Educational Breadth and Depth

Triton College is a comprehensive community college. As the mission statement declares, the institution is committed to providing degree and certificate programs in the liberal arts and sciences and in career and technical areas of study.

Several strategic plan goals and priorities emphasize the commitment of the college to explore new educational methodology, to develop alternative delivery systems for courses, to utilize new technology to improve the delivery of information to students and the community, and to expand training partnerships with area businesses and hospitals.

Commitment to Excellence in Teaching

Goals and priorities designed to meet the college's commitment to excellence in teaching include the goal to continue to monitor and improve the academic assessment plan. The Secretary's Commission on Achieving Necessary Skills (SCANS) competencies have also been incorporated in the strategic plan for business, technology, health career, and transfer courses. The college continues to address the need for new technology which will support improved instruction and learning for our students.

A commitment to excellence in teaching is reflected by an institution's commitment to a stable full-time faculty, who are needed to continue to assess and improve curricula. Full-time faculty also maintain equipment needed for instruction, serve on college committees devoted to improving instruction, assist students with their learning outside the classroom setting, and assume leadership roles in extracurricular student activities. Since almost 30 percent of the full-time faculty will retire in the next few years, the college will need to initiate strategies to replace these individuals with instructors of high quality.

The current strategic plan's Goal 14 expresses the college's commitment to hire new full-time faculty where needed to ensure quality education. The college's commitment to excellence in teaching is also evidenced by its strong program for assessing teaching and learning in the classroom.

Commitment to Excellence in Student Learning

Goals and priorities address the commitment in student learning by striving to improve academic support services to increase student success. Specifically, the college provides mentoring programs for academically at-risk students, computer-based learning systems to support one-to-one learning, tutoring, and writing software to support writing across the curriculum. A data tracking system for all academic support programs and services is also included as a priority in the strategic plan.

As the demographics of Triton's district continue to change, it is essential that the college continue to evaluate its goals and priorities to ensure that the academic needs of its student population are met.

Strengths

1. Triton College has a mission statement which was developed through widespread involvement in response to changing conditions at the college. The statement is published in the college catalog and on its Internet home page.
2. The current *Strategic Plan 2000* includes goals and priorities, assigned administrators, completion dates, and, when warranted, financial commitments assigned to each priority.
3. The goals demonstrate support for the values of higher education through priorities which:
   a) support the breadth of education through the enhancement of instructional technology, offering of alternative delivery systems, and incorporation of SCANS competencies in courses;
   b) stimulate excellence in teaching through assessment programs, instructor technology training for faculty, and workshops for adjunct faculty; and
   c) stimulate excellence in student learning through mentoring and bridge programs for at-risk students, computer learning systems which supplement the one-on-one tutoring, additional non-credit course offerings, and exceptional training programs for business and health related fields.
4. Triton College offers a wide range of courses for the first two years of baccalaureate study, for different careers, for business and health training programs, and for all members of the community interested in lifelong learning.

Concerns

1. Although the current mission statement is available in the college catalog and other publications, many college personnel are unfamiliar with its contents. Its length does not lend itself to being used and repeated. The wording of the statement is not designed to uplift and unite college personnel. It presents a list of activities, attempting to categorize the various programs of the college, but it does not serve to focus the college on a common goal. The statement discusses the college's reason for being, or purpose, rather than stating a clear, compelling goal for the college as a whole.
2. Differences in perception regarding priorities of the college exist among the various groups on campus. Conflicts can arise when the concerns of these groups are not adequately understood by the college community as a whole and when there are significantly divergent views of college needs and priorities. More efforts are needed to promote widespread understanding and commitment to the college goals and priorities.

Recommendations

1. The subcommittee recommends that the college consider the formulation of a new mission statement, one which has a clear compelling goal that helps all of

the constituencies of the college to focus on Triton's common goal of educating students. The new mission statement could be divided into three areas:

1. a discussion of Triton's "reason for being" designed to satisfy the General Institutional Requirements of NCA;
2. a concise, compelling, statement which helps the various areas of the college to unite and focus on our common institutional goal of educating students; and
3. a listing of the various activities and programs of the college which addresses our commitment to the educational "breadth and depth" of higher education.

During the 1998 spring semester, several members of the Mission self-study subcommittee met to draft a new mission statement to address the second of the three areas mentioned above. The proposed mission statement was presented to the subcommittee at its May 5th meeting. After discussion and modification, the subcommittee offered the following statement as an initial proposal to address the need for a concise compelling goal which unites and focuses members of the college community.

> *Triton College as a family will act with the highest standards of conduct, educating students with the knowledge, skills, and values to encourage their personal growth and contribution to the community.*

Further college-wide discussion of the mission statement is needed in order to make the document more dynamic and uplifting.

1. One method of ensuring that all constituencies of the college are aware of the mission, goals and priorities, and direction of the college, would be to conduct biannual meetings. A fall meeting could outline the challenges, priorities and projects that the college will address in the coming year. A spring meeting could review accomplishments of the previous year's strategic plan priorities and solicit input concerning changes to be made in the plan. These meetings could also address any misperceptions concerning the new direction the college will take as it enters the twenty-first century.

CONCLUSION

Triton College has a mission statement, which expresses its primary service goals as a public community college. The institution provides baccalaureate/ transfer, career education, and community education programs, courses, and services for its students and district residents. The mission statement is printed annually in the college catalog and is made available in other important college publications and on the Triton Web site.

In carrying out its mission, the college also develops annual statements of its purposes, which are contained in its strategic planning documents and in its budget. These purposes are built into the job descriptions and annual goals of the institution's administrative staff and are reviewed annually.

Through its goals, priorities, and policies, the college demonstrates its commitments to freedom of inquiry for faculty and students, educational depth and breadth, and excellence in teaching and learning. Therefore, Triton College has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.

CHAPTER TWO
RESOURCES

Criterion Two: "The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes."

The three main categories of college resources are examined in this chapter: human, physical, and financial resources. The section on human resources reviews the Board of Trustees and all the employee groups at the college: administrators, faculty, classified staff, mid-managers, stationary engineers, and police. The section on physical resources examines the physical plant, campus information technology resources, and academic program facilities of the college. Lastly, a summary of the financial resources of the college is presented.

HUMAN RESOURCES

BOARD OF TRUSTEES

Triton College Board of Trustees is composed of seven voting members elected by residents of the district for staggered six-year terms and a non-voting student member elected annually by the student body. In accordance with state law and its policies, the board holds one regular meeting on the third Tuesday of each month. Occasionally, there are special meetings for specific agenda items.

The college president and two vice presidents as well as representatives of the full-time faculty, mid-management, classified staff and the Triton College Student Association participate in all open board meetings in accordance with the State of Illinois' *Open Meetings Act.* The monthly meetings of the Board of Trustees are frequently preceded by executive sessions to discuss personnel and other issues in accordance with state law.

The board is ultimately responsible for all of Triton's operations. Two board committees assist in keeping the board informed about matters needing their attention. The Academic Affairs/Student Services Committee reviews academic and personnel issues, such as the hiring of adjunct faculty. The Finance/Maintenance and Operations Committee reviews issues relating to the budget and physical plant improvement. Community members participate on each of these board committees.

The board periodically reviews all policies to ensure that they reflect the college's mission, the objectives and intent of the board, and to ensure compliance with federal, state and local laws. New policies are proposed or reviewed at regularly scheduled board meetings, with action occurring at a second board meeting. In this way, there is ample opportunity for feedback and careful examination by the board.

Board members are active in national and state organizations concerned with community college matters, and regularly participate in professional development activities designed for board members. The board holds institutional memberships in the Association of Community College Trustees, the Illinois Community College Trustees Association, the American Association of Community Colleges, and the Association of Governing Boards. Board members serve as representatives to each of the associations.

Board members take seriously their responsibility to keep themselves informed about community needs and expectations for the college and to inform the public of their actions. Board members keep themselves informed about community needs and concerns by engaging in a number of activities.

- The board holds a public participation period at the beginning of each board meeting.
- The board provides a regular place on the agenda for employee groups to bring their concerns to the board.
- Board members individually attend numerous college functions.
- They hold memberships and participate in several township municipal leagues.
- Also, board members participate in a variety of local civic organizations to hear from the community and represent the college.

The board acts in many ways to inform the community of its activities.

- The board distributes information to the community via news releases and public service announcements prepared by the Marketing Department. These notices are distributed to print and broadcast media. The file of media contacts is updated on a regular basis. Releases are mailed to the contacts and may be faxed, depending on the deadline. When warranted, telephone calls are made. Paid advertisements are purchased in certain instances. The Marketing Department also disseminates information through a variety of other vehicles including direct mail, posters, banners, postcards, fliers, brochures, inserts, newsletters and press conferences. Information is also provided to the community on the Triton College Web site.
- The board sends the agenda of its monthly meeting to the press five days in advance of the meeting. The agenda is also posted at entrances and exits to the Learning Resource Center building.
- The board has a news release about the meeting distributed to the media after each board meeting. Also a newsletter, *Board Briefs*, is sent to all Triton faculty and staff.
- Board members and administrators periodically address community groups on college issues.

At least once a year, the board participates in a retreat to discuss specific issues. In March 1998 the board held a retreat to discuss the NCA self-study process and the process for a presidential search. Dr. Jorndt had planned to retire in June of 1998. However, he agreed to continue serving as president for an additional two years.

Strengths

1. The board works with the administration and the college to determine the needs of the college community. For example, the board approved spending $605,000 in fiscal year 1998 for the college's strategic plan, over and above the regular budget.
2. The board shares an optimistic vision of the future of the college and is dedicated to the continued development and excellence of the institution.
3. The board is very informed about college and national issues through membership and participation in various community college associations. Board members have taken an active role in several organizations, including the Illinois Community College Trustees Association. The Triton board representative to the trustees association currently serves as the chairperson of its North Suburban Region.

Concerns

1. Faculty members' views need to be represented on the two board subcommittees that study the needs of the college.
2. The appropriate roles and functions of the Board of Trustees need to be clarified for the college community.

Recommendations

1. Efforts should be made to improve communication and mutual understanding between the board and all employee groups.
2. The educational needs of the community should continue to be identified and addressed by the college.
3. The needs of current students should be monitored in order to support the attainment of their educational objectives.
4. Fiscally responsible policies and practices should continue to be maintained in addressing all needs of the college.

ADMINISTRATION

President The president serves as the chief executive officer of the college and is responsible to the Board of Trustees. His duties include maintaining an effective system of communication with the board and developing and recommending to the board comprehensive plans that encompass the institutional philosophy, mission and goals, budget allocation, and distribution of resources and facilities. Both the board and the president are responsible for promoting college relationships with local, state, and federal organizations in order to maintain and enhance the presence of Triton College in the fields of education and business.

Under the direction of the college president, Triton's administrative structure consists of two main divisions. Educational programs and services are provided by the Academic Affairs and Student Services area, while the management of college resources is the responsibility of Business Services. Each division is under the direction of a vice president.

Academic Affairs and Student Services

Vice President of Academic Affairs and Student Services The vice president coordinates the activities of all credit and non-credit instructional programs. Two associate vice presidents and seven college deans report to the vice president. Their functions are described below.

Associate Vice President of Academic Affairs and Student Services The associate vice president provides leadership for major partnership initiatives, curriculum development and review, college catalog production, retention initiatives, program articulation, strategic planning, selected grant programs, and other programs and services within the instructional and student affairs division. An executive director of the Education-to-Careers Partnership also works with the associate vice president in managing various cooperative programs with in-district high schools.

Associate Vice President of Research, Planning and Assessment The associate vice president assists with the implementation and monitoring of the college-wide strategic planning process and makes recommendations to the vice president regarding the development of a college-wide institutional effectiveness plan. The associate vice president is responsible for collecting, analyzing, interpreting and reporting information, analyzing institutional problems, and conducting environmental scans to identify potential problems or opportunities at the college. Other major functions include budget planning, funding analysis, collective bargaining support, and retention research.

Dean of Academic Support Programs The dean of Academic Support Programs provides overall leadership for all academic support programs. The dean is responsible for developing curriculum, instructional processes, and course schedules to meet students' needs. This administrator also provides information to the faculty and staff about student characteristics and methods to improve teaching

and learning. The associate dean of Academic Support Programs also has administrative responsibilities within this area.

Dean of Arts and Sciences The dean provides overall leadership for the School of Arts and Sciences, ensuring quality instruction for students and assisting chairpersons and faculty to achieve their departmental missions and objectives. Other major functions include recommending new and revised courses and curricula, establishing and administering the budget, coordinating departmental activities, developing technology plans, and maintaining articulation with area high schools and universities. The assistant dean of Arts and Sciences also has responsibilities for the management of the division.

Dean of Business and Technology The dean provides leadership for all programs in Business and Technology. The dean's functions include directing the revision of existing programs and assisting in the development of new programs. The dean facilitates educational processes by promoting instructional environments for faculty and students that are conducive to learning. The associate dean and the assistant dean of Business and Technology support the functions of this division.

Dean of Corporate and Community Education The dean provides overall management of the Employee Development Institute, Weekend College, Continuing Education Center for Health Professionals, Small Business Development Center, Senior Studies, and the School of Community Education. Also, the dean coordinates contacts with business, industrial, and public service organizations in order to develop and implement employee training programs, seminars, economic development grant programs and community education classes. Other administrators who manage programs within this division include two executive directors of Community Education and an executive director of the Continuing Education Center for Health Professionals.

Dean of Health Careers and Public Service Programs The dean provides overall leadership for an assistant dean, chairpersons, coordinators, faculty, and staff in the Nursing, Allied Health and Public Service programs. The dean works with faculty to ensure quality instruction to prepare students for certification or licensure in health career fields. The assistant dean of Nursing also carries out administrative responsibilities within the division.

Dean of Learning Resource Center The dean is the administrator for instructional support services in the areas of library and information services, media distribution, and independent learning through media-based instruction. The dean is responsible for the overall budget of the Learning Resource Center and recommends all actions related to personnel.

Dean of Student Services The dean provides leadership for the effective planning, implementation, and functioning of all Student Services departments and functions. These include offices for admissions, recruitment, counseling, assessment,

transfer services, registration, financial aid, student activities and student government, intercollegiate athletics, career planning services, cooperative education, and services for disabled students. Other administrators with responsibilities for Student Services programs are the associate dean of Student Services, the director of Admissions and Records, and the director of Financial Aid.

Dean of Instructional Technology This administrative position was newly-created in the fall of 1998. The dean's responsibilities will be to develop, coordinate, and promote the college's distance education activities locally and regionally. This administrator will lead in providing vision, planning, design, and development of instructional programs delivered through technology, while working in consultation with the college's Information Systems departments.

Business Services

Vice President of Business Services The vice president provides the leadership for all Business Office administrative services in accordance with Board of Trustees policies and as required by law. The areas of responsibility include Accounting, Finance, Physical Plant, Auxiliary Enterprises, Development, Information Systems, Purchasing, Police Department, Business Services, Human Resources, and Marketing. The following administrators report to the vice president of Business Services.

Associate Vice President of Finance and Business Services The associate vice president of Finance and Business Services is the chief fiscal officer of the college. The associate vice president is fully responsible for the following operating areas: Finance Office, Bursar's Office, Bookstore, Cernan Earth and Space Center, Food Services and Payroll Office. The associate vice president assists in the formulation, implementation, and monitoring of college financial policy, in conjunction with other senior level administrators.

Director of Facilities This administrator has overall responsibility for college facilities. The director provides for the efficient use of manpower and resources to assure up-to-date, safe, properly maintained, efficient, and clean facilities.

Dean of Information Systems The dean is responsible for leadership, administration, planning, and budget in the areas of administrative computing, academic computing, campus networking, and the technological aspects of telecommunications. Primarily, the dean concentrates on promoting the efficient operation of the college by providing high-quality, cost-effective, state of the art management information services that are consistent with institutional needs.

Associate Vice President of Development The associate vice president provides overall leadership for all college fundraising not generated from traditional sources (entitlement, taxes, tuition). This administrator maintains a centralized grant office for identifying potential awards and monitoring active ones. Also, the associate vice president administers the Triton College Foundation.

Associate Vice President of Human Resources The associate vice president is responsible for providing leadership for a comprehensive human resources department at the college. This administrator ensures affirmative action compliance in all programs of the college and promotes non-discrimination measures in the recruitment of faculty, students and staff. Also, the associate vice president oversees all employment issues including employee benefits, compensation, training and development, personnel records, and reports, ADA/504 programs, employee relations, labor relations, and the general management of the Office of Human Resources.

The president, the vice president of academic affairs and student services, and the vice president of business services all have individual employment contracts with the Board of Trustees. The remainder of the administrative staff are employed under the terms and conditions of the *Administrative Policy Manual* and have employment contracts with the Board of Trustees which are effective through June 30, 2000.

When a vacancy occurs at the administrative level, a screening committee chairperson is appointed by the president or by the area vice president. A screening committee consisting of representatives of each Triton College employee group is then selected. Representatives of the faculty and classified associations are appointed by the presidents of these employee groups. A student representative is also included on the search committee. The screening committee reviews all qualified applications, conducts appropriate interviews, and recommends three finalists to be interviewed by the president and the supervising vice president. The president may choose to appoint an individual to an administrative position without going through a search committee process.

For positions at the deans' level and above, the Board of Trustees also interviews the three finalists. At the conclusion of these interviews, the president in consultation with the Board of Trustees selects a candidate to fill the position. For positions below the level of dean, the president presents a complete resume and written evaluation of the three final candidates' qualifications to the Board of Trustees, along with recommendations for hiring.

All administrative positions have separate job descriptions, which list minimum and preferred qualifications as well as an outline of expected functions and tasks. Job descriptions can only be changed through approval of the Board of Trustees.

To increase administrative stability and autonomy, the board awarded all administrators a two-year contract beginning in fiscal year 1999. The administrators' organization had disbanded in 1994. Since that time, all administrative contracts, except for those of senior administrators, were one year in length.

The administrative evaluation process was modified recently. Administrators are now requested to develop a set of goals for the year. The evaluation process will include a review of administrators' performance of their job responsibilities and

progress in achieving their stated goals. A binder containing the administrative goal statements is being prepared and will be made available to the public.

As mentioned above in the chapter on college mission, two-thirds of Triton's administrators were appointed to their positions since 1994, and one-third of the administrative positions has been held by two individuals during this time period. However, 17 of the 28 administrators at Triton have been employed at the college for 10 years or more, and the average years of service to the college among administrators is 11 (Faculty, Staff and Salary Data as of October 1998, Office of Research, Planning and Assessment).

Table 2.1
Years of Service of Present Administrators at Triton College, November 1998

Administrative Position	Years at Triton	Administrative Years at Triton
President	30	12
Academic Affairs and Student Services		
Vice President, Academic Affairs and Student Services	14	9
Associate Vice President, Academic Affairs and Student Services	11	October 1998
Associate Vice President, Research, Planning, and Assessment	15	15
Dean, Arts and Sciences	0	August 1998
Dean, Business and Technology	0	August 1998
Dean, Health Careers/Public Service Programs	2	2
Dean, Learning Resource Center	14	7
Dean, Corporate and Community Education	15	14
Dean, Student Services	13	1
Dean, Academic Support Programs	0	Summer 1998
Associate Dean, Academic Support Programs	10	5
Associate Dean, Business and Technology	1	1
Associate Dean, Student Services	7	Summer 1998
Assistant Dean, Arts and Sciences	4	4
Assistant Dean, Business and Technology	11	2
Assistant Dean, Nursing	1	Summer 1998
Executive Director, Continuing Education Center for Health Professionals	15	7
Executive Director, Education to Careers Partnership	3	1
Executive Director, Community Education	17	10
Executive Director, Community Education	10	2
Director, Admission and Records	14	5
Director, Financial Aid	7	2
Business Services		
Vice President, Business Services	6	3
Associate Vice President, Business Services	24	24
Associate Vice President, Development	16	14
Dean, Information Systems	14	1
Director, Facilities	19	5

Some controversy developed over the past year between faculty members and the administration concerning procedures for hiring administrators. A statement of hiring procedures appears in the *Administrative Policy Manual* (1994). Screening committees are to be appointed consisting of two administrative representatives, one of whom is the committee chairperson. Other members are appointed in consultation with the heads of other employee groups, including: two faculty members, one mid-manager, one classified staff member, and one representative of the Triton College Student Association. The Human Resource administrator serves as an ex-officio member of the screening committee.

The functions of the screening committee are to review applications and interview qualified candidates. The chairperson and Human Resource officer are to review data complied from the interviews, identify the top three candidates, and then share these results with the screening committee. After consultation with the vice presidents, the president recommends appropriate candidates to the Board of Trustees.

Either the president or the board may require the search to be re-opened if no suitable candidates have yet been found. Also, the search committee procedures do not apply to the reclassification of positions and to internal promotions. The president and the board, then, are not obligated to accept the recommendations of a screening committee and, in cases of internal promotion, are not obligated to use the screening committee process.

Strengths

1. The administrators are dedicated and hardworking professionals, who are effective managers of their areas.

Concerns

1. The turnover in some administrative positions should be a concern to the college leadership.
2. There is conflict between faculty and administrators over some decision-making processes, including the functions of search committees in the hiring of administrators

Recommendations

1. The role of search committees for hiring administrators needs to be clarified.
2. Because of the large number of retirements and resignations of faculty and administrators and the influx of new staff since 1994, there is a need to develop a renewed collegial sense of commitment to the institution's mission and purposes.

GOVERNANCE

Faculty Association

The Triton College Faculty Association is the collective bargaining agent for the full-time teaching faculty, counselors, librarians, and advisors. The faculty association plays a role in the governance of the college as defined in the negotiated agreement and by informal understandings that have developed over the years. The faculty association is affiliated with the Cook County Teachers Union, Local 1600 of the American Federation of Teachers. The negotiated agreement includes sections on recognition, instructors' rights, board rights, conditions of employment, faculty benefits, grievance procedure contracts, dismissals, evaluations, professional compensation, and faculty development and renewal.

Academic Senate

The Academic Senate is the primary institutional body through which faculty members can participate in governance concerning academic or instructional policies. The senate is composed of twenty-four elected or ad hoc faculty members and six administrators, two students, and one appointed adjunct instructor. The president, the academic vice president, and the faculty association president are also members. The chairperson of the senate is a faculty member elected by the senate membership. The senate is empowered to advise the president on all matters relating to educational policy and instruction at the college.

The senate's work is supported by the permanent existence of seven sub-committees. These are:

- Academic Support Committee
- Student Development Committee
- Professional Development Committee
- Marketing Committee
- Academic Standards Committee
- Quality of Life Committee
- Curriculum Coordinating Committee

In addition there is a sub-committee on educational technology, the Teaching/Learning Technology Roundtable (TLTR), and various other ad hoc committees are appointed as needed. The Academic Senate considers a wide range of issues that impact instruction and student learning. Administrators and other staff members serve on the TLTR and provide resources for other senate committees.

In March of 1998, members of the Resources self-study subcommittee sent out a survey on governance to Triton full-time faculty members and administrators. A total of 87 responses were received in return: 66 from faculty, 9 from administrators, and 12 from unidentified persons. The replies indicated some differences of opinion between the groups regarding faculty participation in governance.

Table 2.2
Responses to a Survey on Governance, March 1998

Item	Faculty who agree (*N*=66)	Administrators who agree (*N*=9)
"Faculty participate adequately in decision making."	16%	67%
"The administration is not supportive of faculty participation" in governance.	87%	33%
"Faculty take advantage of opportunities to share" in governance.	50%	56%

Twenty written comments were received with the survey forms. Several of the comments from faculty members expressed the view that the Academic Senate was not very effective because its input on important college policy decisions was not sought or utilized by the administration and board.

Academic Departments and Curriculum Areas

The faculty are divided into various academic departments and curriculum areas. Faculty in these areas make decisions and recommendations relating to their departments and their instructional concerns when these matters are not otherwise covered by college or school-wide policies.

Chairpersons and Program Coordinators

Chairpersons and program coordinators are faculty members who act as a bridge between the administration and faculty. Chairpersons and coordinators have various responsibilities itemized in the negotiated agreement and established by college policies.

Research and Development Committee

The Research and Development Committee is a long-established college committee composed of faculty and administrators and chaired by a faculty member. The R&D Committee administers a grant fund, usually in the range of $25,000 a year, which is allocated on the basis of faculty application in a competitive evaluation process.

Assessment Committee

The Assessment Committee was created to promote an effective response to the NCA policy on assessment of instruction. The committee has a faculty chair and is composed primarily of faculty along with administrative membership. The committee encourages and monitors instructional assessment plans campus-wide.

Advisory Committees and Other Services

Career programs have advisory committees made of faculty, administrators, external specialists and business people in the various fields. The advisory committees are important in the development and modification of career programs. Faculty also participate on a variety of temporary committees such as graduation committee, search committees, and other ad hoc committees.

Strengths

1. Faculty serve in a wide-range of college committees by virtue of the negotiated agreement, collegial tradition, and mutual need.
2. Faculty expertise and experience is widely available in college decision making.

Concerns

1. Many faculty believe that the administration and Board of Trustees circumvent or undermine faculty participation in decision-making on college policies.
2. Faculty question the value of senate recommendations to the president because there is little feedback regarding how they are used.
3. At times, it is difficult to find faculty members to fill senate positions.

Recommendations

1. Because of the large number of retirements and resignations of faculty and administrators and the influx of new staff since 1994, there is a need to develop a renewed collegial sense of commitment to the institution's mission and purposes.

FACULTY

Faculty Professional Development

Various programs are offered throughout the year to enable full-time faculty members to pursue professional development. The Professional Development Committee of the Academic Senate plans the annual fall workshop and additional events during the year. Triton's Employee Development Institute allows faculty to enroll in classes when these are not filled by clients from the community. Faculty members can enroll in Triton classes, workshops, and seminars at no charge, with course fees up to $50 being waived.

Other opportunities are delineated in the faculty negotiated agreement. Individual departments may plan dean-approved activities for a staff development professional day. A limit of $50 is allocated to meet expenses for the day, unless otherwise approved by the dean. Scheduling of departmental professional days has been infrequent, although many faculty are engaged in their own professional development activities..

Faculty members are encouraged to continue their professional education even after receiving tenure. The college will reimburse full-time faculty for the cost of tuition up to 12 semester hours of graduate course work per college year (capped at $220.00 per credit hour) and up to $40 in fees per course. Reimbursement may be obtained for up to 30 semester hours of course work. Professional Growth Units (PGUs) are awarded for a variety of activities, as provided by the negotiated agreement. The accumulation of college credit and PGUs allows for salary advancement. The numbers of PGUs earned by faculty members over the last five years are shown in Table 2.3.

On the recommendation of the college president, the Board of Trustees may grant members of the professional staff sabbatical leaves for the purpose of self-improvement and benefit to the college district. The numbers of sabbaticals applied for and approved over the last five years is shown in Table 2.4.

Table 2.3
Professional Growth Units Earned, 1994-1998

Academic Years	Number of Faculty	PGUs Earned
1994-1995	6	11.80
1995-1996	8	34.16
1996-1997	3	7.00
1997-1998	4	12.00
Totals	23	73.96

Table 2.4
Full-Time Faculty Sabbaticals, 1994-1998

Academic Years	Number of Sabbatical Applications	Number of Sabbatical Granted
1994-1995	4	0
1995-1996	0	0
1996-1997	1	0
1997-1998	2	1, for one semester
Totals	7	1, for one semester

Each full-time faculty member is budgeted $500, and departments are budgeted $1,100, for professional development activities. The latest negotiated agreement includes added flexibility in the use of these funds for professionally related activities. As part of the negotiated agreement, the college provides funds for faculty members to attend local and national conferences.

College funding is also available for faculty research and development proposals. The Research and Development Committee, made up of faculty and administrators, solicits and screens proposals. The committee usually recommends funding for projects that meet one or more of the following criteria:

- instructionally innovative projects within the existing curricula;
- research projects which evaluate instructional materials or methods;
- enrichment projects; or
- projects to create course materials.

Examples of past research and development projects include:

- the development of 20 slide programs to complement the texts in three architectural courses;
- the development of a computer program which will identify the most reliable variables for predicting successful completion of the State Board Examination by Associate Degree Nursing graduates;
- the reorganization and unification of the Business Management program and the Supervision curriculum.

The college made an important commitment to professional development for the entire staff by opening the Training/Technology Center in February 1998. The center provides seminars and individual assistance to all college employees who are interested in acquiring new computer skills. A full-time director is available to consult and work with faculty on the development of instructional projects. The Training/Technology Center is described more fully below in the report section on Information Systems at the college.

Professional development for adjunct faculty members is organized by the Human Resources Department in conjunction with the academic deans. An orientation session is held for new adjuncts at the beginning of fall and spring semesters to acquaint them with the college and to inform them of their particular role and responsibilities. During the course of the school year, a variety of other staff development workshops are conducted for faculty members. Selected topics have included critical thinking skills, teaching strategies, Triton's resources, and most recently, using technology in the classroom. By attending staff development workshops and teaching a specified number of hours, adjunct faculty members can qualify for salary advancement.

The program for adjuncts has grown significantly over the past four years. In 1996, an Adjunct Advisory Committee was formed to help identify workshop topics. Since then, two orientation sessions and three workshops have been offered each

semester. Since 1994, the college has hosted an annual reception to award adjunct faculty with service pins and certificates of recognition.

Faculty Evaluation

The goal of the faculty evaluation system is to increase instructors' professional knowledge of their fields and to improve the quality of their teaching. For non-tenured faculty members, the evaluation program provides a basis of evidence for recommendations of continue[d] employment.

As specified in the faculty negotiated agreement, tenured faculty are evaluated once every four years; non-tenured faculty and academic advisors are evaluated once each year. The *Faculty Handbook* delineates the steps of the review process, which include instructor self-evaluation, student evaluation, department chairperson classroom evaluation, department chairperson evaluation of faculty's related duties, and administrator evaluation. The instructor, chairperson, and dean review the evaluation results and jointly develop a professional development program for the faculty member.

Professional review of adjunct faculty is also delineated in the *Faculty Handbook*. Adjunct faculty members teaching at Triton for the first time are assigned a full-time faculty mentor to assist them in becoming acquainted with departmental regulations, services, and expectations for instruction. Adjunct faculty who teach credit classes are usually provided with a full-time faculty mentor during the first semester that they teach. Adjunct faculty evaluation is comprised of a pre-classroom visit conference, classroom visit, student evaluation, and post-classroom visit conference.

Evaluations of department chairperson are conducted every five years by the faculty and area dean. A faculty member may be removed from a chairperson position only after an unsatisfactory rating and one year of attempted remediation.

Faculty evaluations are being conducted according to the processes identified above for full-time and adjunct faculty. However, the administrative turnover in recent years has sometimes interrupted the continuity of the faculty evaluation process. With the large number of full-time faculty retirements soon to occur, it will be important for the college to revitalize the professional development and faculty evaluation programs, especially for new untenured faculty.

Faculty Credentials

In the fall of 1998, there were 170 full-time and 447 adjunct faculty teaching at Triton College. The NCA *Handbook of Accreditation* provides guidelines regarding faculty credentials for institutions that confer associate degrees. According to the NCA standard, at least two-thirds of faculty teaching transfer courses should possess a bachelor's or graduate degree. Career program faculty with special training and experience, but having less that a baccalaureate degree, are expected to upgrade their academic credentials over a period of three to five years.

Triton's Human Resources Department reviewed the academic credentials of 33 randomly selected full-time faculty members and 20 of the adjunct instructors. All 17 of the full-time faculty members who teach transfer courses possess a graduate degree. All 10 of the adjunct faculty who teach transfer courses have earned at least a master's degree. Fifteen of the 16 full-time career instructors sampled have at least a baccalaureate degree. Seven of the 10 adjunct career program instructors whose credentials were examined have a baccalaureate degree or higher.

Strengths

1. Opportunities are available for faculty development. The latest contract provides full-time instructors with more flexibility in the use of funds for certification fees, licensure fees, membership fees, subscriptions, and incidental teaching material and equipment.
2. There is a strong adjunct faculty development and recognition program. Offerings have been significantly improved over the past few years.
3. A procedure is in place for the review and evaluation of all full-time and adjunct faculty members.
4. As a group the full-time and adjunct faculty members exceed the academic credential guidelines published by the NCA.

Concerns

1. Although provisions for sabbaticals exist in the faculty contract, few sabbatical projects have been proposed, and only one approved, in the last four years.
2. Departments do not take advantage of the opportunity to hold a professional day.
3. The fall and spring workshops for full-time faculty have not been well-attended, and the quality of programs has been uneven.
4. Faculty members need to acquire broader computer skills, both for use in teaching as well as for participation in professional activities and communication.
5. A large number of adjunct instructors do not attend the development workshops for a variety of reasons. After attending four programs to earn a salary increment, they have no further incentive to attend others.
6. There are no negative consequences for full-time faculty members who receive poor faculty evaluations, nor is there recognition for those whose teaching performance is excellent.
7. There is no institutional policy that requires full-time faculty members with less than a bachelor's degree to attain one within a three-to-five year period.

Recommendations

1. In the next faculty contract negotiations, consideration should be given to reimbursing full-time faculty members for taking professional development studies beyond 30 semester hours.

2. The faculty evaluation process should be improved so that it contributes more effectively to faculty professional development.
3. More funds should be allocated for adjunct faculty workshops.
4. The Research and Development Committee should be given more funding to stimulate faculty development projects.
5. A policy should be developed, in consonance with the faculty negotiated agreement, that requires an instructor to attain a baccalaureate degree within a three-to-five year period. Completion of the baccalaureate should be made a condition of obtaining tenure.

Table 2.5
Numbers of Faculty Members and Administrators at Triton College
Fiscal Years 1995 - 1998

Faculty Groups	Fiscal Year 1995	Fiscal Year 1996	Fiscal Year 1997	Fiscal Year 1998
Teachers	175	164	162	154
Counselors	9	8	9	8
Librarians	3	3	3	3
Advisors	7	7	7	7
TOTALS	194	182	180	172
Average number of years at Triton	17	18	18	18
Administrators	23	28	28	27
Average number of years at Triton	13	11	10	11
Professors Emeritus	35	34	24	23
Adjunct Faculty	557	543	552	537

SUPPORT STAFF

Support staff includes all full-time staff with the exception of faculty and administrators. All of these positions provide the support necessary to pursue the mission of Triton College. The professional librarians, counselors, and advisors are included in the faculty employee group and are not considered part of the support staff. Triton College has negotiated agreements with the following support personnel groups: classified, mid-management, stationary engineers, and police.

Classified Staff The classified staff includes clerical, maintenance, custodial and technical support personnel as well as employees whose positions are similar to those listed in the University Civil Service classifications. Examples are: secretary/typist, accountant, purchasing clerk, and custodian. Staff development resources for this group include reduced tuition for any Triton course, tuition reimbursement up to $1,400 per year, and a salary increment based on the number of earned college

credits. Recognizing the importance of education, the college provides the classified staff with an in-service training day each year, with $2,500 to cover the group's expenses. Members of the classified staff may also attend workshops and seminars offered by the college throughout the year.

Mid-Management The group of mid-management employees consists of professional, supervisory, and technical staff with specialized skills whose functions call for the exercise of professional judgement and discretion. They support various administrative, and in some cases, instructional, functions. Mid-managers may receive up to $2,500 in tuition reimbursement and $350 for completion of a master's degree. Triton courses are available to mid-managers at a reduced rate. The college provides the group with $2,500 for professional workshops during each fiscal year.

Stationary Engineers The stationary engineers operate all heating and ventilating equipment, engines, turbines, motors, combustion engines, pumps, air compressors, ice and refrigerating machines, air-conditioning units, fans, siphons, automatic and power-oiled pumps, and engines. The engineers are eligible for reduced tuition when taking courses at the college. They may receive up to $600 in tuition reimbursement per year and can earn a salary increment based on the number of college credits completed. Training sessions, if necessary, will be provided at the college's expense.

Police The Triton College Police is a full-service commissioned law enforcement agency that is prepared to handle all criminal security and safety issues promptly and independently. The police are also eligible for reduced tuition when taking courses at Triton and can qualify for $800 in tuition reimbursement per year. Needed training sessions are provided at the college's expense. Specialized staff development seminars and workshops are available from the Northeast Multi-Regional Training, the Cook County Sheriff's Office, and the State's Attorney's Office.

The college is committed to a variety of staff development programs for all support staff personnel. Some examples of programs available to the staff are:

- "Customer Service Training": a four program series with 20-to-25 participants covering cultural diversity, team building, and communication
- "How to Deal with Negativity in the Workplace": six-hour seminar dealing with similarities and differences between employees and how to appreciate those differences to work smoothly in a cooperative spirit
- "Making the Most of Your Personal Best: Remaining Optimistic and Productive in Turbulent Times": focusing on communication styles, self-esteem, and problem-solving skills
- "How to Think Outside of the Box": about creative problem-solving
- "Wellness Workshops & Brown Bag Lunches": covering topics such as violence in the workplace, coping with organization change, conflict management, holiday stress, cultural diversity, and terminations

Annual evaluations of the support staff are done on an individual basis. Staff members are usually rated as average or above average. If the employee receives a

less-than-average evaluation, further discussions among the Human Resources Department, the employee, and employee's supervisor would be held.

Table 2.6
Numbers of Full-Time Support Staff Employees

Employee Group	Fiscal Year 1995	Fiscal Year 1996	Fiscal Year 1997	Fiscal Year 1998
Mid-Management	62	64	64	63
Classified	233	234	228	230
Police	9	10	10	9
Engineers	6	6	6	6
Average number of years at Triton	10	10	10	11

Strengths

1. Support staff members are engaged in supportive activities clearly associated with the educational process. This is a very stable group, with the number of employees remaining constant and their average number of years at Triton being ten. The college replaces classified staff members only through attrition.
2. Another strength of the support staff is Triton's police department. Even though the college is in an urban kind of environment, the frequency of crimes is low when compared to other colleges, as evidenced by the *Chronicle of Higher Education Annual Report.* Having a highly visible police department helps to keep crime at a minimum. The *1996 ACT Student Survey Report,* shows that 62 percent of the students surveyed were "very satisfied" or "satisfied" with personal security and safety at Triton.
3. There are a variety of staff development programs to enhance the skills and improve the working environment of members of the support staff.

Concerns

1. Communication among members of the support staff is often difficult. There are employees who work the second or third shifts, and others who work off campus. Computers and voice mail are not practical for everyone. At the present time, interoffice mail is the main mode of communication, and this is not always reliable and timely.
2. Continuing computer training is needed for many support staff personnel to keep up with new advances in technology that may affect the nature of their work.
3. Retention of police staff has been a problem due to their low salary structure.

Recommendations

1. Staff development training programs should focus on use of computer technology, sessions on supervisory skills, customer service, and dealing with a diverse student and staff population.
2. New approaches to improving communication among employee group members from different parts of the campus should be developed.

PHYSICAL RESOURCES

PHYSICAL PLANT

The main campus of Triton College is located in River Grove with off-campus sites in the towns of Melrose Park and Westchester. The main campus, situated on 103 acres of land, is comprised of 19 buildings containing more than 800,000 square feet of interior space. The college owns and maintains a 3,000 square foot building in Melrose Park, which houses the Nuevos Horizontes Triton College Community Center. The center is located two miles from the campus.

Triton schedules classes at off-campus high schools, elementary schools, and 30 community and cultural centers. The college also leases 6,300 square feet of space in Westchester, which is used for credit and continuing education classes. The Westchester site is served by Triton's Operations and Maintenance Department. The following list of campus buildings indicates their respective dates of construction and square footage.

Table 2.7
Triton College Buildings

Building / Facility	Date of Construction	Square Footage
Advanced Technology	1965	49,500
Technology	1968	54,900
Health	1968	48,960
Business	1968	48,960
Job Training Institute	1968	19,580
Liberal Arts	1969	48,960
Science	1969	48,960
Greenhouse	1969	1,500
Fine Arts	1969	35,933
Physical Plant	1969	22,888
College Center	1972	70,272
Learning Resource Center	1973	111,168
Bookstore	1978	13,800
Industrial Careers	1980	83,620
Robert Collins	1981	105,138
Die Cast	1982	7,031
Stadium Building	1982	4,025
Baseball Stadium	1982	4,000
Melrose Park Site	1920	3,000
Westchester Site		6,312
Food Emporium	1990	5,000
Cernan Space Center	1984	11,500

The director of facilities manages the physical plant and is responsible for organizing its employees into a working team capable of carrying out the purpose of maintaining the buildings and grounds. The director reports to the vice president of Business Services, who is responsible for recommending and overseeing capital projects. The physical plant staff is organized into the following three areas.

Maintenance The maintenance staff is responsible for the operation of the college's heating, ventilation and air-conditioning systems, electrical services; carpentry, plumbing and decorating.

Groundskeeping The groundskeeping staff maintains all campus grounds and parking lots. The staff is responsible for planting trees and flowers, mowing, street sweeping, and snow removal. Moving of furniture and vehicle repair is also assigned to this department.

Housekeeping The custodial staff is responsible for the cleaning of all Triton facilities. Their duties include daily cleaning and shampooing of carpets and furniture, stripping and waxing of tile, and setting up for events on campus.

The Operations and Maintenance Department performs needed campus repairs in response to work orders that are sent by members of the campus staff. In addition, a weekly walk-through is conducted by the management staff in the Physical Plant, and any problems are noted and scheduled for repairs. The department staff respond promptly to emergency calls.

Triton College's Operations and Maintenance Department supports effective teaching and learning, as evidenced by the following indicators:

- $4.5 million was spent to rectify construction defects in the Learning Resource Center and to relocate Information Systems to a new facility.
- The college leased 6,000 square feet of new space in Westchester to better serve the community; this space is supervised by Triton's staff.
- Some sidewalks and ramps for disabled persons were replaced to better serve the staff and students.
- Seven new chillers were installed to bring us up-to-date with the new refrigerant regulations.
- Interior painting is ongoing in classrooms and office spaces.
- Carpets have been cleaned and replaced in classrooms as well as in common areas. Also new blinds have been installed in some locations.
- New exterior lighting was installed to make the campus safer and more attractive.
- Restrooms and elevators are being upgraded to comply with the standards of the Americans with Disabilities Act.
- All interior emergency lighting is being replaced.
- All campus clocks are being replaced.

- The Performing Arts Center theater in the Robert Collins building has been renovated.
- A new co-generation system was installed to help make the campus less dependent on outside sources for power.
- In the summer of 1997, four buildings were tuckpointed; more were done in the summer of 1998.
- A new chemical storage area was constructed in the science building.
- Antiquated electrical panels in four buildings have been replaced, and four new buildings will undergo the same renovation next summer.
- The staff parking area was repaved as well as resealing four of our other parking lots. Also the in-house staff did some extensive patching last year as well as restriping all our parking areas. This re-striping will be a yearly project of the Operations and Maintenance Department.
- More and more flowers are planted each year to help beautify the campus. In 1996 over 2000 yards of sod were installed, and in 1997 over 3000 yards were installed.

Strengths

1. The campus grounds are neat and well manicured. Every year brings more flowers and landscaping renovations: all of this is done by in-house staff.
2. After two years of extensive renovations, the Learning Resource Center will reopen with new space for staff and students.
3. In 1996 a re-lamping project was completed with over 10,000 new electronic ballasts and over 29,000 new T8 lamps installed. Also, two new boilers and a new facilities management system were installed.
4. The director of Facilities works together with the new college project manager to oversee major renovations and repairs.
5. The Operations and Maintenance Department has a staff of very qualified employees.
6. In May of 1998 a new co-generation plant went on-line to provide service to the west campus, with the possibility of an east side plant to follow.
7. Working together with faculty and administration, the Operations and Maintenance staff conducts remodeling as well as routine repairs on a daily basis.

Concerns

1. With more computers being installed on campus, electrical demands keep increasing.

2. Sidewalks that have deteriorated over the years need to be replaced.
3. Ways of using space more efficiently need to be examined.

Recommendations

1. More staff development activities for physical plant personnel should be offered.
2. An automated inventory control system should be developed, implemented, and refined in the shipping and receiving department.

INFORMATION SYSTEMS

Mission Information Systems defines the vision and establishes institutional standards for the use of information technology at Triton College. In addition, Information Systems plans, implements, and manages information technology solutions to meet the needs of the college.

Information Systems has institution-wide responsibility for supporting computing, communications, networks, institutional data, computer peripherals, and interfacing equipment to the information technology infrastructure. This infrastructure includes networking systems using a variety of media that deliver voice, data, or video information.

All technology-based information that deals with college business and academic programs is managed by Information Systems. Information Systems acts as the software and hardware agent for the college and ensures the legal use of software at Triton.

Customers The customers of the Information Services division include the two basic groups of academic and administrative users of information technology. Users have different levels of information technology sophistication. The most sophisticated users in the academic programs are the faculty and students in technical career fields. Moderately sophisticated users are those who apply information technology to problem solving or decision-making. The least sophisticated customers are those who exclusively use basic computer tools such as word processing programs, spreadsheets, and electronic mail. The primary information technology services needed by academic customers are:

- support and maintenance of the Instructional Computer Center;
- support and maintenance of electronic classrooms;
- support and maintenance of independent labs;
- support of technology infrastructure to which computers and other peripherals attach;
- technical assistance for faculty and students, both in the classroom and in independent sessions;
- delivery of media equipment;
- research and recommendations on emerging technology;

- training for new and enhanced technology-using classes; and
- upgrading of hardware, software, and networks to support technology changes; recommendations for voice, video, and data initiatives for the institution and for education.

The primary services required by administrative customers are:

- support and maintenance of network infrastructure;
- support and maintenance of administrative software systems;
- support and maintenance of institutional hardware, software, and networks;
- assistance with information retrieval and report generation;
- electronic delivery of information;
- construction and maintenance of information technology communications, internally and externally; and
- provision of electronic services that are cost effective and improve productivity.

Both groups of academic and administrative users of information technology need to communicate with their colleagues and clients, locally and globally, and need access to efficiently maintained computer software and hardware. Members of the college staff especially need to use and share information from the college database in order to fulfill their basic functions. It is the responsibility of Information Systems to provide a high level of support for all its customers.

The main service areas of Information Systems include: Information Technology Services, Electronic Services, Media Services, the Training/Technology Center, and Programming Services. Each of the areas is briefly described below.

Information Technology Services

The primary functions of Information Technology Services are to install and maintain computer equipment and software for the entire campus staff. The office and work area for the department is located in the Advanced Technology building. The director of Information Technology Services reports to the dean of Information Systems, who has general responsibility for all computer resources on campus.

Technical Support Triton employees receive end-user technology support for voice, video, and data systems. Some of the supported peripherals are telephones, audio-visual equipment, computers, printers, and other computer peripherals. Staff members who require information technology assistance are able to call a central service desk for support. The Information Technology Services office attempts to handle the call immediately. If the problem cannot be resolved over the telephone, the request is directed to an Information Services professional who will make repairs.

Information Technology Services has experienced a large increase in campus calls for service. In fiscal year 1996, Information Technology Services responded to 2,379 calls for service. In fiscal year 1997, however, there were 2,910 calls for service, an 18 percent increase over the previous year. The campus demand for information

technology service is expected to continue to rise sharply in the current academic year. In view of this need, the area has recently been reorganized into two separate departments, one for academic and one for administrative technical services, each headed by a coordinator.

Support for Academic Programs The Information Technology Services area also manages and provides support for all uses of computer-based technology by academic programs on campus. Several committees composed of faculty and Information Systems staff have analyzed the technology needs of various academic programs in order to assist faculty by recommending, and then installing, instructional equipment and software. There has been an exponential growth in the number of computer labs, personal computers, and classrooms that have access to the Internet.

Every student, faculty member, and staff member now has direct access to the Internet and e-mail through the college's T1 connection. Triton students may apply for a free Internet account after registering at the college. They are then issued a diskette for e-mail access and must sign an acceptable use policy. Approximately 2,000 students use the Internet monthly at the Instructional Computer Center. Triton's Internet equipment was initially funded by the Triton College Student Association. A Technology Enhancement Grant from the State of Illinois provides funds for maintaining the Internet service.

Instructional Computer Center The Instructional Computer Center, which contains more than 200 microcomputers, is located in the Advanced Technology building near the offices of Information Technology Services. In the center, there are six semi-partitioned rooms where students have access to computers for individual or group work on classroom assignments. Usage of the center has also increased dramatically from 3,129 users per month in fiscal year 1996 to 3,995 users per month in fiscal year 1997, an increase of 28 percent.

Computerized Classrooms Most academic programs and courses use computers in some form within the classroom and for study assignments. Computerized classrooms are used for courses such as English, architectural drawing, court reporting, engineering, office technology, and computer information systems. The table below shows the numbers of computer labs in use by academic departments across the campus.

Table 2.8
Computer Labs for Academic Departments

Department	Number of Labs	Number of Computers
Computer Information Systems	4	100
Office Technology	3	90
Architecture	1	13
Engineering Technology	3	23
Advertising Art	1	40
Rhetoric	1	30
AutoCAD	1	20
Total	14	196
Open Computer Labs		
MAC Labs	5	96
Internet (Public Access)	1	25
Applications Lab	2	50
Total	4	83

When the Advanced Technology building was converted into a computer center in 1994, the intention was to centralize academic computing in order to improve computer services and to optimize the use of the technical staff. However, full centralization has never been realized. Independent labs have always existed across the campus and continue to increase in number.

Electronic Services

Electronic Services, a department within Information Systems, manages the physical network infrastructure for voice and data on campus and at the satellite facilities. The infrastructure includes cabling, hubs and concentrators, voice switch, network management services workstations, modem pooling, and campus network servers such as the Internet. In addition, the staff of Electronic Services repair electronic equipment and maintain the voice infrastructure, which includes the telephone switch and all associated electronic equipment. The department provides end-users

with telephone handsets, installation or removal of voice wiring, and installation or removal of voice service features. The telecommunications office monitors the voice network, telephone usage, traffic patterns, and carrier trunk utilization. The office also makes price and service arrangements for the college with external communications carriers.

Media Services

Media Services is responsible for the delivery and pickup of audio-visual equipment, portable computers, and portable multimedia equipment. Media Services manages sound systems, computers, and video equipment for special events such as graduation and seminars. The Media Services staff also investigate new technology, make recommendations, and help college staff members to learn how to use new equipment.

Training/Technology Center

The mission of the Training/Technology Center is to provide the resources for faculty and staff to acquire new information technology skills and opportunities to share information with colleagues. The center was created in response to a growing need for faculty and staff training. Through the collaborative efforts of the administrators and faculty from the areas of Academic Affairs and Student Services, Information Systems, and the Learning Resource Center, the Training/Technology Center became a reality in February of 1998.

The Training/Technology Center is located in the newly renovated lower level of the Learning Resource Center. The new facility offers a large room that can simultaneously accommodate training seminars and independent work activities. A full-time director and a staff of three hourly employees have been hired for the Training/Technology Center. An assistant director will also be added to the staff. The director teaches and coordinates a schedule of two-hour seminars on standard computer software programs; these classes are open to all college employees. The director is also available to assist faculty members with individual projects. The new dean of Instructional Technology will have administrative responsibility for the center.

The center currently contains nine fully equipped computer work stations. Each station has a 233Mhz, Pentium PC equipped with 64MB of RAM, 4.2 GB of hard drives space, a 15-inch color monitor, CD-ROM drive, full motion video card, and speakers. A variety of software is installed on each station:

- Windows 95
- Microsoft Office 97
- Microsoft Access 97
- Microsoft Excel 97
- Microsoft PowerPoint 97
- Microsoft Word 97
- Netscape Communicator

- Eudora E-mail

Additional equipment purchases are planned for the current year.

Programming Services

The current administrative software system is supported by Programming Services. The system (nicknamed "Ralph") was built in the late 1970s to serve the unique needs of the institution. The administrative software system supports the business areas of the college such as Finance, Payroll, Human Resources, Student Services, and Financial Aid. This system, despite its age, still provides users with a high level of functionality in performing their day-to-day business operations.

The Programming Services staff is highly professional and enthusiastic about learning and implementing new technology. An ongoing goal of Information Systems is to provide incremental improvements to the administrative system in order to improve upon an already sound base. Information Systems is currently developing Internet-based access to administrative functions. The college plans to have on-line registration over the Internet before the year 2000.

Information Systems and the Web

The Triton College Web site resulted from a college strategic planning initiative. It was implemented through the efforts of an ad hoc campus-wide Internet committee and staff members of Information Systems. The college supports both an Internet and an Intranet site. The public site is located at: **www.triton.cc.il.us**. The college Web master, who is a staff member in Information Systems, maintains several Web servers and assists campus users in posting information on the site. The technical expertise provided by the Web master is major strength of Triton's service. Information Systems staff members carefully monitor the Internet service to ensure the integrity and security of institutional data.

The college also offers courses through the Training/Technology Center that are designed to teach staff and faculty how to create their own Web pages. Currently, staff and faculty members submit their Web pages to the Web master, who posts them to the Web site. Security measures and procedures are currently being developed that will allow staff and faculty to post their pages independently.

The number of Web pages about college resources, functions, or services continues to grow. The following titles provide prominent examples of Triton's Web site offerings:

- Campus News & Events
- Campus Maps
- Faculty/Staff Phone & E-Mail Directories
- Triton Mission and Goals Statements
- On-Line Course Information (number of seats available)
- Course Catalog (in Adobe Acrobat format)
- Cernan Earth and Space Center (recently received an award for its site)

The biggest challenge that the Internet presents for the college at this time is to involve more faculty and staff in publishing information and maintaining their pages. Information Systems will seek input from various groups on campus and construct a plan for the future development of the college Web site and Internet service.

Information Systems Projects

Year 2000 Triton's administrative and student service systems, which were developed in the 1970s, have served the test of time and are still extremely functional. These systems are currently being modernized as part of a comprehensive year 2000 software renovation plan. When Triton's Programming Services division has completed the project, they will have modified over 600 application programs.

Internet Student Information System In addition to the year 2000 project, Triton's Programming Services division is also developing an Internet-based kiosk application that will provide students with an on-line student and campus information system.

Infrastructure and the Internet Triton has been very aggressive in upgrading its infrastructure to meet the emerging need of student and faculty access to the Internet. In three short years, Triton has moved from a proprietary infrastructure to an open distributed-based network that supports the Internet and operates at speeds up to 10mps. As a result, students, faculty, and staff now have e-mail and access to the Internet. Connections to the Internet have been installed in 120 of the most heavily used classrooms, and faculty offices have been provided with personal computers that are connected to Triton's network.

During the summer of 1998, the college upgraded its current infrastructure to include 100MB capability to each of its 16 buildings. Windows 95 and MS Office 97 were installed on existing personal computers to upgrade and standardize campus operating systems and productivity software. The college also plans to develop electronic classrooms in many of the buildings.

Campus Information Technology Resources

The three following tables present a summary of information technology resources currently available at Triton College.

Table 2.9
Campus Information Technology Hardware Resources

Hardware Resources	Numbers	Yes
Institutional network Backbone		X
Computer labs networked	20	X
Approximate number of computers networked (labs)	660	
Classrooms functionally networked	120	X
Multimedia notebook computers for classrooms (Available through AV Services)	6 available, 6 ordered	X
Administrative offices networked	All	X
Academic offices networked	All	X
Computers in full-time faculty offices (Some are shared, but at least one for every two faculty)	All	X
Training Technology Center	9 PCs	X
All divisional/departmental offices networked		X
486 PCs	659	X
Pentium PCs	156	X
Macs	96	X
Laser printers	171	X
Inkjet printers	60	X
Scanners	24	X

Table 2.10
Campus Information Technology Software Resources

Software Resources	Yes
Internet access for students, staff, and faculty	X
Email access for students, staff, and faculty	X
Courses on the Internet (TopClass)	X
Triton Web site (Internet/Intranet)	X
Kiosk and Internet access to student schedules, fees, and degree audit information	X
Touch-tone registration system	X
Interactive learning classes (two-way voice and video)	X
Office productivity software for staff and faculty	X
Administrative system (Human Resources, Finance, and student records)	X

Table 2.11
Campus Information Technology Staff Resources

Staff Resources	Classification	Numbers
Dean of Information Systems	Administrator	1
Secretary	Classified	1
Director of Instructional Technology Services	Mid-Manager	1
Systems Support Specialist	Mid-Manager	1
Computer System Specialist	Classified	5
Computer Technician (Hardware)	Classified	2
Supervisor Positions	Hourly	7
Instructional aides (ICC Lab)	Hourly	11
Director of Systems Operations	Mid-Manager	1
Clerical II	Hourly	1
Computer Systems Specialist	Classified	1
Computer Operator I	Classified	1
Senior network Analyst	Mid-Manager	1
Manager, Application Production	Mid-Manager	1
Senior Systems Analyst	Mid-Manager	2
Programmer	Mid-Manager	2
Senior Systems Analyst, Technical	Mid-Manager	1
Database Administrator	Mid-Manager	1
Data Control Technician	Classified	1
Manager, Electronic Services and Audio-Visual	Mid-Manager	1
Electronic Technician	Classified	2
Assistant, Audio-Visual	Classified	2
Audio-Visual Assistants	Hourly	2
Manager, Application Production	Mid-Manager	1
Technical Assistant	Hourly	1

Strengths

1. The Information Systems staff has a thorough understanding of information technology and networking concepts. The Information Technology Services staff has the knowledge to resolve technical problems and provides prompt, efficient service.
2. The college is committed to providing up-to-date information technology resources needed by the academic and administrative staff and students.
3. The basic infrastructure for information technology functions is in place and is adequate for the foreseeable future.
4. The college's administrative software system is well-developed and capable of meeting the future needs of the college staff.

Concerns

1. The pace of technological change and the increasing demand for technical support service creates heavy workloads for the Information Systems staff.
2. As more faculty and staff begin to use new information technology systems, their need for training and support continues to increase.
3. Information Systems staff members also need continual training to be able to respond to campus needs for new technology systems and support services.
4. Additional money, space, and equipment for computer labs and electronic classrooms are needed.

Recommendations

1. More technical support staff should be hired, and training programs should be made available to the Information Systems staff, as needed.
2. Plans should be made to provide more space and equipment for computer labs and electronic classrooms.
3. The Training/Technology Center should continue to develop training programs for the faculty and college staff. New approaches for involving faculty members in developing technology-based educational projects should be creatively explored.
4. Plans to meet the expected increase in technical service needs of the college should be made.
5. Procedures should be developed to allow campus staff members to publish their own Web pages independently. More of the staff members who have marketing and recruiting functions at the college should be trained to publish information on the college Web site.

ACADEMIC PROGRAM FACILITIES

Triton College has extensive facilities to support its academic programs in all divisions of the college. Some of these are described below.

Fine Arts Facility The Fine Arts facility contains a number of rooms for curricular and extracurricular activities: Cox Auditorium, Choral Room, Band Room, the Fine Arts Gallery, one ceramics, two drawing, and two painting labs. The Advertising Art program maintains a computer lab in the Advanced Technology building. The Fine Arts building also contains six classrooms, the student newspaper office, and, temporarily, the radio station.

The drama program presents four productions every academic year in the Cox Auditorium, which is much smaller and less professionally-equipped than the Performing Arts Center in the Robert Collins Center. There is less competition for scheduling programs, but cramped space allows little opportunity for the theater program to grow.

Science Labs The Science Department at Triton maintains laboratories for each of the following fields of study: one for engineering, two for physics, five for chemistry, and nine for biology. The labs are used in connection with course studies and are generally not available for use by students outside of class time.

The labs are generally adequate, but some need renovation. Additional bench space would improve several. The lab in room S-202 will be made into a classroom. Rooms S-210/S-224 are being renovated to create a state-of-the-art chemistry lab. This project will be completed in the spring of 1999.

Health Careers Labs The Nursing instructional facilities in the Health building include two skills practice labs, a central distribution room and office, and a computer lab. The labs are open during daytime hours throughout the week and on weekends when classes are scheduled. Between 400 and 500 students use the labs each week.

Also in the Health building there are the Childhood Development Center, three dental labs, and labs for the Respiratory Care, Ophthalmic Technician, Nuclear medicine, and Emergency Medical Technology, Diagnostic Medical Sonography, Surgical Technology, and X-ray programs.

In 1995 the computer lab was expanded with computers and interactive software. New computers and furniture have recently been purchased. Comments about the labs obtained from student surveys usually request newer skills-related equipment and supplies and more open hours.

Automotive Labs There are four open automotive labs in the Industrial Careers Building. The automotive program receives 30 new vehicles from manufacturers for

use in the labs each year. The labs support training in connection with two major automobile firms: Ford Motor Company (the ASSET Program) and General Motors Corporation (the ASEP Program).

The college has state-of-the-art equipment but not in great quantity. Two lifts in the automotive labs were replaced last year, and two more lifts will be replaced in the current year. There is no uniformity in hand tools and testing devices purchased for the labs.

Graphic Arts Facility The Graphics Arts area participates in an 18-year partnership with Screen USA, which is located in Rolling Meadows, Illinois. Advanced Screening and Advanced Electronic Paging system courses are taught on Saturdays. Triton faculty and Screen USA personnel provide the instruction. A lab fee of $280 per student allows one-to-four ratio of teachers to students. The graphic arts facility has excellent computer and other printing equipment. Most notably, the facility offers students the opportunity to work on a five-color Heidelberg press, one of three in the nation. A digital photography lab will be installed, possibly in the spring of 1999.

Air Conditioning/ Refrigeration and Welding Labs The college has four labs which are used by faculty and students in the air conditioning/ refrigeration program and the welding program. The large air conditioning/ refrigeration lab includes: three boilers, four roof-top coolers, three walk-in coolers, nine ice makers, two walk-in freezers, two deli cases, six reach-in coolers, and twelve furnace and central air combinations. The three training labs include: fourteen refrigeration training units, nineteen wiring training units, and seven pneumatic training units for advanced building control.

Strengths

1. Academic lab facilities are, in general, adequate for Triton's programs. The graphic arts facility has some exceptional resources.
2. The college is committed to maintaining and upgrading the lab facilities as needed.

Concerns

1. The Cox Auditorium is not as modern or as well-equipped as auditoriums that drama students have used in some of the local high schools.

2. In the Fine Arts area, the ceramics lab needs maintenance to prevent safety hazards.
3. Safety kits and skills supplies are not restocked consistently in the science, health careers, or welding labs.
4. The ceramics lab and the health careers labs require professional staff who are consistently available to supervise student work.

Recommendations

1. The drama program should schedule some of its productions in the Performing Arts Center in the Robert Collins Center.
2. Computers should be integrated into the science labs and into various aspects of the fine arts programs such as music, design, and journalism.
3. Multimedia training software should be purchased for the air conditioning/refrigeration and welding labs. The software should also be made available to program students in the Learning Resource Center.

FINANCIAL RESOURCES

The overall financial condition of Triton College is one of stability. The college currently operates under a balanced budget, has no bonded debt obligation, and has sufficient reserves to manage campus improvements and unforeseen contingencies. Projections through the next five years further demonstrate this stability.

Revenues

The college has three major sources for its operating funds: local property taxes, state funding, and student tuition and fees. State funding is administered by the Illinois Community College Board through credit hour and special program grants and by the Illinois Board of Higher Education through vocational funding. During the last five years, the ratio of these funding sources has remained fairly stable, with local taxes accounting for 43 percent, state funding for 23 percent, and student tuition and fees for 31 percent of the total fiscal year 1997 operating revenues.

Local Taxes

The college annually levies property taxes on all taxable real property located in the district. Taxes are collected in two installments. The first installment is an estimate and one-half of the previous years bill; the second installment reflects the current levy and assessment. Revenues generated through tax collections have increased six percent over the last five years. The college may increase the tax levy up to the allowed five percent property tax cap level or the Consumer Price Index, whichever is lower, as dictated by state law. With its current sound fiscal base, Triton has not increased the tax levy for the last three years. Consequently, taxes have not increased over the last three years.

State Funding

State funding is currently contributing 23 percent of the current operating revenues. The majority of Triton's state funding is generated through credit hour grants administered through the Illinois Community College Board. The credit hour grants are based on claimed enrollment within seven funding categories. Funding rates differ for each category and are calculated using a formula, which incorporates state-wide instructional costs per category.

During the last five years state funding has increased by eleven percent. Part of this increase can be attributed to an overall increase in the college's claimed credit hours, coupled with the overall decline in community college credit hours at the state level. Even though the college's standard credit programs have experienced declines during this period, the college has compensated for these declines through increases in its non-standard contractual programming. The state has also continued to increase its funding slightly each year throughout this period.

State funds from the Illinois Community College Board are distributed through a few different grants. The number of grants and the distribution of grant funds have changed somewhat during the last five years. Special program grants have been created, and the formulas for reimbursement on some of the grants have changed. Previously, greater emphasis was placed on reimbursing for credit hour generation. Efforts have been made in the state system to de-emphasize straight direct credit hour reimbursement and replace it with a combination of general funding and credit hour reimbursement. Triton, which produces many credit hours, may not benefit from these changes. Also the proration of total state funds to the Base Operating Grant and its special grants has changed during this period. The Base Operating Grant receives a smaller percentage of the total than it did five years ago. Triton does not qualify for two of the special grants, the small college grant and the equalization grant. Increases in these grants decrease the amount of the Base Operating Grant and consequently decrease the amount that Triton receives.

Student Tuition and Fees

The college has not had a tuition increase since the summer of 1994 when the in-district tuition was set at $36.50 per credit hour. The current rate of $43.00 per credit hour represented an 18 percent increase over the last five years. Compared with the tuition rates of other community colleges in the state, Triton's is slightly above the $41.95 average. Total tuition and fee revenues for the college have declined by five percent due to the decline in enrollment in the standard credit programs.

Operating Expenditures

Overall operating expenditures in the last five years have increased by ten percent. Five years ago, 89 percent of the budget was allocated to salary and fringe benefits. In the fiscal year 1998 operating budget, that proportion has decreased to 73 percent of the budget. The largest changes are in capital outlay and in contractual services. The increases in the capital outlay is due to the upgrades and maintenance of the physical plant, along with the technical improvements in instruction as provided for in the college's strategic plan. The modest six percent increase in the salary line reflects both the retirement of staff and careful reviewing of job vacancies for continuation. The employee benefit decrease can be attributed to increases in employee premium contributions and favorable claims submissions.

Fund Balances

In recent years, the college has been increasing its fund equity by increasing revenues over budgeted projections and by under-spending for projected expenditures. The fund equity has allowed the college to support its capital projects and preventive maintenance plan.

Strengths

1. The college has a healthy fund balance.
2. Staff retirements will produce an overall reduction for salary expenditures.
3. Enrollment has stabilized due to increases in contractual programs.
4. When personnel resign, the college re-evaluates the need to continue the position.
5. The college has no bonded debt.
6. There have been no tuition increases for the past four years.

Concerns

1. State funding formulas may change and possibly decrease Triton's revenue from the state.
2. Contractual programs may not provide a stable source of revenue for the college.
3. Currently, Triton is not maximizing the tax levies allowed by law.

Recommendations

1. The college should remain active and vocal in discussions of proposed funding and tuition policies at the state level.

2. Replacements for vacant positions should be reviewed to assure that continuing such positions will further the college mission and goals.
3. The college should continue to explore additional sources of revenue.

CONCLUSION

Triton's elected Board of Trustees has the legal authorization to make college policies and direct their implementation. The president of the college, who has served in this office for more than five years, has the responsibility for implementing the board's policies. The college administration is organized in two broad divisions underneath the president: Academic Affairs and Student Services, and Business Services.

A full-time and adjunct faculty, whose credentials exceed NCA's requirements for an associate degree-granting institution, is in place. The Academic Senate provides opportunities for faculty participation in college decision making. Degree programs are proposed, approved, and modified through a faculty-led College Curriculum Committee. A staff of clerical, maintenance, custodial, technical, and professional personnel provide support for college programs and services.

The physical resources of Triton College include the main campus, with its 19 buildings, one off-campus center which is owned, and one that has been leased. The college has extensive networking and computer resources, which are managed and maintained by its Information Systems division. Many other labs, work areas, and facilities support the academic programs and student services of the college.

The financial resources of the college are strong. Its cash reserves exceed 25 percent of its annual budget. Annual audits attest to the existence of appropriate financial policies and procedures at the college. Revenues are projected to exceed expenses over the period of the next five years.

The resources of Triton College are effectively organized and enable it to carry out its mission and purposes.

CHAPTER THREE
EDUCATIONAL SERVICES AND OUTCOMES

Criterion Three: "The Institution is accomplishing its educational and other purposes."

Courses of study at Triton College are clearly defined, coherent, and intellectually rigorous, thus meeting the criteria for programs appropriate to an institution of higher education. The course offerings allow students to pursue a wide variety of transfer options, and the college has responded to the needs of business and industry with appropriate programs of study in business, technology and health. The college's commitment to career development is illustrated through its 90 certificate programs. The college awards degrees and certificates to more than one thousand students each year, and general education is a required component of each degree.

The college is accomplishing its educational purposes, as shown by the assessment of student achievement in all its programs. Faculty members have a significant role in developing and evaluating all the institution's educational programs. Triton College provides effective teaching for its students and has an integrated program of faculty development and evaluation. The faculty have earned degrees appropriate to the level of instruction from accredited institutions.

Students at Triton have access to learning resources and support services as needed for college programs. Support services within the college provide evidence of the many efforts made to maximize the educational experiences for all Triton students. Activities that foster academic and personal growth are readily available campus-wide.

Corporate and community enrichment is another area where the college strives for excellence and program leadership. The Corporate and Community Education division of the college reaches out to all community members, from children to seniors. Cultural programming provides further evidence of the college's commitment to serve the higher education needs of its district.

DEGREE AND CERTIFICATE PROGRAMS

The mission statement of Triton College states that the college will:

- *Provide programs for the first two years of study which will prepare students to transfer to four-year institutions.*
- *Provide career and technical programs which will prepare students with competencies consistent with employment opportunities.*
- *Provide partnership opportunities with educational entities, community-based agencies and business and industry.*

The School of Arts and Sciences and Career Education programs were designed to serve these institutional purposes. The college offers 470 different courses in 52 departments. The college requires a general education component in all of its degree programs. During the spring of 1998, Triton adopted the Illinois Articulation Initiative. This statewide agreement allows students to transfer credits of completed general education core courses to any of the participating public and other private Illinois institutions. At Triton, the associate in arts and associate in science degrees require 37-to-41 credit hours of general education spread among English, mathematics, science, behavioral science, social science and humanities. Students are required to earn 15-to-17 hours of general education credits in associate in applied science programs.

Triton College has established the arts and sciences transfer guarantee which states that certain courses will be transferable to other colleges either as program requirements, general education requirements, or electives. Students must develop their program of study with an academic advisor or counselor to ensure that selected courses are transferable. If the courses are not accepted for transfer credit, and all provisions of the guarantee have been met, then the student's tuition and course fees will be refunded.

Beginning in the summer of 1998 for new entering freshman, the Illinois Articulation Initiative allows transfer of the general education core courses between participating Illinois institutions. The baccalaureate majors' recommendations, listed in the *Triton College Catalog*, build on the transferable general education core curriculum by identifying courses that students need to transfer with junior standing into the specific major. As of this date, no students have been given refunds for coursework which did not transfer.

Triton College also guarantees that all certificate and degree graduates have obtained the skills specified in their program course outlines. Graduates whose employers have determined they are lacking in the skills contained in the program may receive a maximum of 12 credit hours of occupational
coursework or up to 100 hours of specially designed instruction, free of tuition, subject to the conditions and procedures of the guarantee policy. To use the guarantee, the graduate must submit a letter to the appropriate dean with appropriate documentation. The graduate must be employed in a position directly related to the

program of study and must submit a letter, jointly signed by the employer, within one year of program completion, certifying that the graduate is lacking entry-level skills guaranteed in the program. To this date, no former Triton students have opted to use the guarantee.

Table 3.1
Student Enrollment, Fall Terms 1994-1998

Headcount		1994	1995	1996	1997	1998
Arts and Sciences Transfer	*N*	6,461	6,143	6,582	6,670	6,735
	%	35.5%	34.4%	32.4%	34.4%	33.0%
Career Occupational	*N*	5,499	5,907	5,879	6,059	6,208
	%	30.5%	33.1%	28.9%	31.2%	30.5%
Adult Basic Education	*N*	3,877	3,640	5,475	4,402	5,000
	%	21.1%	19.9%	24.7%	21.5%	24.5%
Community Service	*N*	2,251	2,149	2,382	2,268	2,445
	%	12.9%	12.6%	13.9%	12.9%	12.0%
Totals	*N*	18,095	17,839	20,318	19,399	20,388

Source: *Triton College Tenth Day Report, Fall 1998.* Office of Research and Analysis. Issued: September 1998. Volume XXXIV, Number 6.

SCHOOL OF ARTS AND SCIENCES

Mission The mission of the School of Arts and Sciences is: to offer the freshman and sophomore levels of baccalaureate education in the arts and sciences; to provide general education and some specialized courses to career programs; and to provide and support extracurricular activities related to the arts and sciences.

Current goals of the School of Arts and Sciences focus on improving program offerings, ensuring articulation, improving technology, and increasing student success and retention.

Staff The School of Arts and Sciences is organized into nine departments: Behavioral Science, English, Fine Arts, Foreign Language, Mathematics, Health/Physical Education, Science, Social Science, and the Undergraduate Center. Department chairpersons are selected through a contractually-defined process in which the dean seeks faculty input and makes a recommendation to the vice president of academic affairs and student services for board approval. There are currently 74 full-time faculty, 2 active professors emeritus, and approximately 285 adjunct faculty members in the School of Arts and Sciences. All full-time and part-

time instructors in the division have a master's degree and appropriate graduate hours in their subject area. Of the 74 full-time faculty members of the School of Arts and Sciences, 23 have earned doctorates.

Students Enrollment in arts and sciences courses has been steady over the past five years. Approximately 34 percent of Triton's students identify themselves as baccalaureate transfer. However, 20 percent of Triton students already have degrees.

Table 3.2
School of Arts and Sciences Enrollment, Fall Terms 1994-1998

	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998
Majors	5,778	5,512	5,542	5,484	5,129
Seats	14,553	14,228	14,344	14,635	14,314
Average class size	23.4	23.3	22.4	23.4	22.7
Sections	622	610	640	626	630
Total credit hours	43,783	43,293	47,478	46,811	46,330

Source: *Triton College Tenth Day Report, Fall 1998.* Office of Research and Analysis. Issued: September 1998. Volume XXXIV, Number 6.

Services The School of Arts and Sciences offers college credit courses in nine academic areas, which parallel those at other college and universities and are transferable to four-year institutions. Students are audited for graduation requirements against a prescribed group of courses for degrees in associate in arts, associate in science, associate in general studies, and most recently, associate in fine arts.

All degrees were reviewed during the past academic year to be in accordance with the Illinois Articulation Initiative. In the associate of science degree program, the mathematics requirement was reduced while the science requirement was increased. Foreign language study was removed as a option for meeting general education requirements, and physical education is no longer required as part of Triton's art and sciences degrees.

The Undergraduate Center is a special program offered within the School of Arts and Sciences. It features an interdisciplinary, team-taught, first-year sequence of general education requirements. Since 1994, faculty members in the Undergraduate Center have coordinated a program of international study and travel. A travel and study group of 36 persons toured Italy in 1998. Plans for next year include trips to Great Britain and China.

The Triton Scholars Program is another special offering of the School of Arts and Sciences. The program is designed for academically talented high school students who intend to transfer to a four-year college or university. Admission to the program requires demonstrated academic ability, high class ranking, or faculty recommendation. Full scholarships or financial aid are provided by Triton to successful candidates. Currently there are 35 students in the Scholars Program.

Since the last NCA visit, several innovations have been implemented to further the goals of the School of Arts and Sciences. In most academic areas, the computer has become much more visible in class assignments, and more instructors and students are using e-mail, and Internet resources. In the fall of 1997, one Internet course in the humanities was piloted, and three additional courses were offered in the spring of 1998. The instructor uses *Top Class,* an efficient course software package that also allows on-line "chat" as part of the course requirement. There are plans to continue and develop additional Internet courses.

Using the Secretary's Commission on Achieving Necessary Skills (SCANS) Foundation in Basic Skills and the National Automotive Technicians Education Foundation Standards (NATSEF), faculty members from the Automotive and English departments revised the course outlines for Communications I and II. Assignments in diagnosing and writing up repair problems, interviewing a service manager about the communications skills necessary in the automotive industry, role-playing interactions with customers, and writing reports on issues in the industry were developed to provide a practical context for English instruction.

Faculty of the Fine Arts Department developed programs for an associate degree in fine arts in the areas of music and art. The advertising art and computer design program has now been incorporated into the Fine Arts Department. The music appreciation course was modified from a two-credit-hour to a three-credit-hour course, making it more transferable and significantly increasing the course enrollment. The studio art classes must now meet additional hours to meet the three credit hour requirements.

A number of special facilities are available to support the course work of arts and sciences students. A writing laboratory in Triton's Advanced Technology building, equipped with 27 computers and 14 printers, is used primarily by Rhetoric 101 classes and also by a math statistics class. The computers are networked with access to the Internet. A new math lab has been created to provide tutorial assistance to students. In the Physical Education area, the swimming pool and the fitness center are used both for classes and for personal fitness and recreation. The pool is being renovated in the fall of 1998.

Over the past three years a distance learning facility was established in the Learning Resource Center. Recently, the arts and sciences administrators from College of DuPage, Morton College, and Triton College met to develop an accelerated general education core of classes to be completed through the interactive televisions. The

courses will be offered over an 18-month period and will be taught by all instructors from each of the institutions.

Triton has also used the distance learning facility to involve local high school students and staff members in interactive television Additionally, on-line meetings have increased interaction between West Suburban Post-Secondary Consortium members and have reduced the travel time. Triton has expanded the number of people involved in the distance learning effort. Several faculty have received training on interactive television in order to offer future courses. High schools involved with the consortium have requested the colleges to provide expert presentations and are now seeking certification training on-line.

The School of Arts and Sciences promotes a variety of student activities that support and extend the academic program. The Social Science Department offers opportunities for students to participate in two unique programs, Model Illinois Government and Model United Nations. The Science Department sponsors an annual science lecture series. The English Department conducts an annual poetry competition and publishes the work of contributors in its magazine *Ariel*. The Triton College Fine Arts Gallery features exhibits of student, faculty, community, and professional art work. In addition, the Fine Arts Department offers four major dramatic productions each year. Music faculty and students participate in the award-winning Triton Jazz Band, the Triton Community Concert Band, and the Triton College Choir.

Strengths

1. The School of Arts and Sciences has a very well-qualified faculty and offers an extensive menu of course offerings. In addition, the faculty have developed a strong mission statement and have recently re-examined their general education objectives.
2. Classroom assessment of teaching and learning has school-wide participation; arts and sciences departments modify their course offerings based on the results of assessment.
3. The Scholars Program is well-respected by the district high schools and the number of students seeking admission has increased.
4. The new Math Power Headquarters has been a very positive initiative to further retention efforts. Students who use the tutoring facility have higher success rates in their courses.
5. The adoption of the Illinois Articulation Initiate general education core curriculum will make it easier for Triton students to transfer to baccalaureate institutions.

Concerns

1. Over the past couple of years, there have been several administrative changes in the dean's office, affecting the continuity of leadership.
2. Faculty members are concerned that resignations and retirements have negatively impacted their programs.
3. Many faculty members do not serve on committees or attend college functions.
4. Some departments lack an organized vision statement and plans for future instructional activities.

Recommendations

1. New faculty members should take a more active role in school-wide committees and college activities that benefit the School of Arts and Sciences.
2. An adequate number of full-time faculty members should be hired to replace the large number of retiring faculty and some of the adjunct faculty.
3. The new math lab should be expanded to accommodate more students.
4. New approaches and incentives should be considered for involving faculty members in marketing and recruiting for their programs.
5. With the completion of state-of-the-art broadcast facilities, the college should expand journalism into a competitive mass communications program which would enhance enrollment and also provide new institutional marketing possibilities.
6. The Foreign Language and Physical Education Departments should explore alternative programs to help sustain their departmental offerings.

CAREER EDUCATION PROGRAMS

One of the fundamental missions of Triton College is to provide career and technical programs which will prepare students with competencies consistent with employment opportunities. The Schools of Business, Technology, and Health Careers/Public Service Programs are dedicated to meeting this goal. Approximately 30 percent of Triton's students indicate that they are primarily interested in career-focused studies. Student surveys show that 60 percent of Triton's students are already employed; many already work in the industry or field in which they are taking courses. Career programs at Triton help these students to maintain and enhance their skills. Some career programs are linked with bachelor's degree programs at universities. In these fields the distinction between transfer and career curricula is becoming less pronounced.

Every career program has an advisory committee comprised of individuals working in the field. Advisory committees meet to review recommendations for new or revised courses and curricula, to advise about equipment or software applications in the field, and to provide industry and employer perspectives for the college. The minimum qualifications for teaching occupational courses vary from graduate degrees to appropriate certificates and work experience. All career education faculty at Triton College meet or exceed the minimum qualifications. Many adjunct faculty work in the industry or field in which they teach, and they bring current information to faculty colleagues and students about workplace trends and issues.

School of Business

Mission The mission of the School of Business is to prepare students for baccalaureate transfer, immediate employment, career change or skills upgrading or retraining. Faculty and staff work closely with the business community to support the goals of economic development, individual economic self-sufficiency, and a qualified work force. The major goals of the School of Business are to increase enrollments, assess the effectiveness of curricula, develop internal and external interdisciplinary efforts, and increase student retention.

Staff The School of Business is under the direction of the dean and assistant dean of Business and Technology. They are assisted by seven faculty coordinators, who have responsibility for ten major certificate and degree options offered by Triton. Career programs offered include:

Accounting
Business Management
Computer Information Systems
Court and Convention Reporting
Hospitality Industry
Marketing
Modern Supervision
Office Technology
Real Estate
Transportation Management

While most programs are designed for associate of applied science degrees, the Accounting, Business, and Computer Information Systems Departments provide coursework for students intending to transfer to a baccalaureate institution. There are currently 22 full-time and approximately 62 part-time faculty members.

Table 3.3
School of Business Enrollment, Fall Terms 1994-1998

	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998
Majors	1,384	1,300	1,325	1,226	1,262
Seats	4,784	4,738	4,816	4,967	5,088
Average class size	17.7	17.2	16.9	18.4	19.5
Sections	271	276	285	270	261
Total credit hours	12,827	11,946	12,145	12,635	13,456

Source: *Triton College Tenth Day Report, Fall 1998.* Office of Research and Analysis. Issued: September 1998. Volume XXXIV, Number 6.

Services The Business and Accounting Departments provide studies for both transfer and career degrees. Programs include studies in management skills, human resource skills, and entrepreneurship.

The Marketing and Office Technology Departments help prepare individuals for employment in management, retailing, and sales as well as provide job skills for positions in word processing, desktop publishing, office assistance, and legal assistance. The Marketing Department recently developed the Entrepreneurship degree program which is available through Triton's Weekend College.

The Real Estate program prepares students with the required coursework to take the Illinois Real Estate Salesman Exam and the Real Estate Broker Exam. In addition,

students learn how to open and operate a real estate office. The newest business careers programs are in Transportation Management, Logistics, and Truck Driving.

The Court and Convention Reporting program was developed to meet the guidelines and standards of the National Court Reporters Association. Graduates receive an associate's degree and are prepared to take the Illinois Certified Shorthand Reporters Examination which offers them the license to practice reporting in Illinois. The Court and Convention Reporting program has recently modified its curriculum by incorporating training for real time transcription.

The Office Technology faculty have modified their program twice since the last NCA visit. Degree programs were combined, and low-enrollment certificates programs were eliminated. New computer equipment was installed in two classrooms used by Office Technology students, and an additional classroom will be upgraded in the fall of 1998.

The Computer Information Systems Department offers both transfer and career programs which prepare students in areas of basic computer skills, networking, systems analysis, and microcomputers. Since the last NCA evaluation visit, there has been a complete revision of the Computer Information Systems program to incorporate changes resulting from the Illinois Articulation Initiative and to add new studies such as networking and end-user support. An additional full-time faculty member was hired in the fall of 1998.

The Hospitality Industry program prepares students for positions as restaurant chefs or hotel and restaurant management personnel. Students are able to apply classroom studies by working in Triton's Hospitality Dining Room where they are responsible for preparing and serving a variety of culinary specialties. Throughout the semester, students plan special events that have included Caribbean Cruises, Hollywood parties, and ethnic food celebrations. The dining room is open to the public. Recently, the Hospitality Industry program added course studies on conventions to its curriculum. Also, two instructors from the program went to Nicaragua to teach classes during the summer of 1997.

Strengths

1. All academic areas have well-qualified full-time and adjunct faculty.
2. Advisory committees in each area help to ensure that course content reflects the direction and meets the needs of the business community.
3. The departments maintain adequate computer hardware and software.
4. The Computer Information and the Office Technology programs are responsive to needs of the business community.
5. The Court Reporting program has a 100 percent placement record, and students pass the licensing exam at above average rates.

Concerns

1. Replacing the large number of retiring faculty with well-prepared new instructors will be difficult in light of competition in the business and health professions community for qualified personnel.
2. Enrollment in general business courses has been declining in recent years.
3. Many programs will suffer unless there is greater support for current degree and certificate programs and courses. New full-time instructors are needed to replace the retiring faculty.
4. In many areas, adjunct faculty teach more than 50 percent of the sections.
5. Advertising and recruitment are not sufficient to sustain several programs.
6. The turnover of administrative deans weakens business programs because support for innovation and curricula needs to be re-developed with each new dean.

Recommendations

1. The college should continue its efforts to consolidate curricula and eliminate any courses which duplicate content, though in different academic areas.
2. Faculty and staff members of the Schools of Business and Technology and the Employee Development Institute should continue to explore opportunities for cooperatively planning and developing programs for business and industry.
3. Laboratory equipment and facilities need to be continually upgraded.
4. The college should seek additional industry and education partnerships along with grants and donations.
5. The administration should continue to work with faculty to improve retention rates in all courses and programs.
6. Existing curricula should be expanded.
7. Retiring faculty should be replaced with ones who can advance the college into the twenty-first century.

School of Technology

Mission The School of Technology offers programs which include degree, certificate, and advanced certificate options to prepare students for immediate employment, career changes, skill upgrading or retraining, and baccalaureate transfer. Technology programs work closely with advisory committees to incorporate workforce training skills. The goals of the School of Technology are to develop business and industry partnerships and to improve recruitment and assessment.

Staff Programs in the School of Technology are coordinated by the dean and associate dean of Business and Technology. They are assisted by 13 program coordinators who have responsibility for 18 major certificate and degree options. There are currently 43 full-time faculty and approximately 100 adjunct faculty

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Staff Programs in the School of Technology are coordinated by the dean and associate dean of Business and Technology. They are assisted by 13 program coordinators who have responsibility for 18 major certificate and degree options. There are currently 43 full-time faculty and approximately 100 adjunct faculty members. In addition, lab aides assist in providing services to students. Technology programs are offered in the following areas.

Air Conditioning and Refrigeration
Architecture
Automotive Technology
Construction
Criminal Justice
Electronics
Computer Aided Manufacturing
Engineering Technology
Graphic Arts
Machine Tool and Die
Manufacturing
Ornamental Horticulture
Welding

Table 3.4
School of Technology Enrollment, Fall Terms 1994-1998

	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998
Majors	1,693	1,732	1,641	1,811	1,911
Seats	3,978	5,732	5,153	5,306	5,101
Average class size	17.0	21.5	20.1	21.0	19.0
Sections	234	267	257	253	269
Total credit hours	13,828	19,483	17,677	18,364	17,655

Source: *Triton College Tenth Day Report, Fall 1998.* Office of Research and Analysis. Issued: September 1998. Volume XXXIV, Number 6.

Services The Automotive Technology program provides instruction to prepare students for careers in the automotive industry. By participating in the program, students prepare for National Automotive Technicians Education Foundation (NATEF) certification. All instructors have earned Automotive Service Excellence (ASE) certification, and many have been certified as master technicians. The

automotive faculty receives training several times a year to be up-to-date with the latest technology. High school instructors are provided with free instruction once each semester. The department currently has approximately $1 million worth of automobiles in stock as well as equipment from manufacturers. Triton participates in two Automotive Manufacture Specific cooperative agreements with General Motors and Ford. These programs allow students to receive college training along with practical experience at the dealership.

The Construction Technology program prepares students with the knowledge and skills needed to assist construction engineers. The department is currently attempting to earn American Council for Construction Education (ACCE) accreditation for the first time at Triton. No other two-year program in the Midwest has the accreditation.

The Architecture Department provides students with skills for entry-level positions or studies appropriate for transfer to a four-year institution. Architectural Technology students have an excellent record of placement. The Engineering and the Criminal Justice Departments also offer course work for both transfer and career degrees. The Criminal Justice Department provides training for persons to become probation, parole, or correction officers, security guards, or employees in public aid, psychiatric, or family services.

The Graphic Arts program provides students with the knowledge and skills that enable them to enter the industry with an average starting salary of $27,000. The faculty has recently updated their entire program. Classrooms have been renovated and equipment has been upgraded through purchases and donations.

The Ornamental Horticulture program trains students in floral design and greenhouse management. It also operates a full-service flower shop on campus, which is open to the public.

The Automated Manufacturing and Process Technology program trains persons to function in various automated production environments. In 1996 the department, in partnership with Purdue University and five other community colleges in the Midwest, was awarded a $1.35 million grant. The purpose of the grant was to develop an automated technical center that would assist Midwest Conference for Advanced Technology Education (MCATE) faculty to train college instructors and high school teachers in the region.

The Electronics Department offers two concentrations: Technology/Systems and Technology/Computer Maintenance. The first program provides students with a broad-based study of topics ranging from introductory DC and AC concepts to microprocessor applications and electronic communications. The second program provides students with the qualifications necessary to obtain an entry-level bench or field service technician in the computer maintenance field. An electronics industry-wide certification exam is required for placement into the workforce. Triton students successfully achieve A+ certification.

The Welding Department has initiated the purchase of seven machines for its lab so that students will have the opportunity to work on state-of-the-art equipment. As part of their lab assignments, students in the program install equipment in the lab. These projects better represent the kind of work encountered in the industry.

Strengths

1. Both full-time and adjunct faculty in all areas are well-qualified; many are practitioners in their fields.
2. Students who complete many programs, such as Graphic Arts and Automated Manufacturing, have had no problem finding employment. Their employment has created a need for further education and training of persons who are already working in the industries.
3. There is strong articulation of programs with both high schools and universities.

Concerns

1. The high cost of equipment in many programs inhibits growth.
2. In some of the programs, such as Automotive Technology, there are too many adjunct instructors who are not sufficiently trained or qualified in current technology. The rate of adjunct faculty pay, which only equals union technician wages, makes it difficult to attract instructors.
3. Several areas report that recruiters are needed for specific programs as well as for the school as a whole.
4. Increased technical support for computer equipment is needed.
5. Several areas report a lack of technical support staff. There are no machine repairmen available for repair and maintenance of the numerous pieces of heavy equipment to ensure a safe environment for students and staff.

6. It is often impossible to find qualified adjunct faculty for daytime classes.
7. The competition from several proprietary schools which spend heavily on media advertising makes it difficult to attract students in some areas.

Recommendations

1. Courses need to be continually revised to keep up with the current markets and trends.
2. New partnerships should be explored within the private and public sectors as well as with elementary and high schools.
3. New full-time faculty should be hired in order to maintain quality programs.

School of Health Careers / Public Service Programs

Vision The School of Health Careers/Public Service Programs intends to serve as dedicated administrators, faculty, mid-managers, classified, and hourly employees who help to educate students for the workplace of tomorrow.

Mission The mission of the School of Health Careers/Public Service Programs is to provide health care and public service education for a diverse community. The school recognizes that its greatest assets are students, employees, and the community. The staff demonstrates its commitment to quality education through excellence and accountability and proactively responds to the demands and challenges of the community and workplace. Goals for the School of Health Careers/Public Service Programs include promoting the value of lifelong learning, utilizing appropriate student support systems, increasing faculty professional development, increasing technological advancement, and the promoting interdepartmental exchange of expertise.

Staff The School of Health Careers/Public Service Programs is under the direction of a Dean and an Assistant Dean. Chairpersons from each of the Associate Degree and Practical Nursing programs and 14 allied health program coordinators assist them in day-to-day operations. The school offers 18 educational programs that provide students the opportunity to meet educational and/or career goals. Division faculty are qualified by education, licensure, certification, and experience to teach assigned courses. All full-time faculty meet or exceed the requirements of accreditation and regulating agencies. There are presently 31-full-time faculty, 30 adjunct faculty, and 6 professors emeritus on staff. The Allied Health Career programs maintain and are accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

The School of Health Careers/Public Service Programs offer degrees and certificates with state and national accreditation in the following areas:

Associate Degree Nursing
Basic Addiction Counseling
Nuclear Medicine Technology
Nursing Assistant

Computerized Tomography
Dental Lab Technology
Diagnostic Medical Sonography
Early Childhood Education
Emergency Medical Technician
Fire Science Technology
Magnetic Resonance Imaging
Ophthalmic Technician
Licensed Practical Nursing
Psychiatric Rehabilitation
Radiologic Technology
Respiratory Care
Surgical Technology

Table 3.5
School of Health Careers and Public Service Programs Enrollment, Fall Terms 1994-1998

	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998
Majors	1,471	1,406	1,459	1,450	1,424
Seats	3,595	3,578	3,383	3,374	3,288
Average class size	24.0	24.2	23.2	22.2	21.2
Sections	159	148	146	152	155
Total credit hours	11,301	11,020	10,451	10,428	10,185

Source: *Triton College Tenth Day Report, Fall 1998.* Office of Research and Analysis. Issued: September 1998. Volume XXXIV, Number 6.

Services Triton's Associate Degree Nursing program provides students with a basic knowledge of nursing theory and practices, humanities, and social and biological sciences. Students are given clinical experiences in acute care settings and extended-care outpatient facilities, in addition to experiences in other related areas. Triton graduates receive an Associate in Applied Science Degree and qualify for the National Council Licensing Examination (NCLEX) for Registered Nurses. The program is accredited by the National League for Nursing, and approved by the Illinois Department of Professional Regulation. Triton's program was one of 65 programs nationwide selected for the Computerized Simulated Testing (CST) pilot study testing software for future utilization on the licensing exam for nurses. Job placement of Triton nurses remains high, and the program enjoys a long history of recognition for educating some of the best nurses in the Chicago area. The program continues to effectively maintain numerous quality partnerships with many outstanding health care institutions.

Recent improvements and changes to the nursing program have included an expansion of clinical sites to include more community-based experiences consistent with current changes in the health care delivery system. As a result of a grant project, two faculty members developed a plan for integrating technology into the nursing program.

The Health Resource Laboratory was renovated and now includes a computer center and skills practice laboratories, which are used by more than 400 students weekly. The laboratory is supervised by a master's prepared registered nurse and allows instructors to simulate nursing skills required in a hospital or other health care facility. In 1995, the computer lab was expanded to include new FITNE interactive laserdisk computer stations. The assistant dean of Nursing, in collaboration with the assistant dean of Arts and Sciences, is working to integrate the computer lab and software for the benefit of health career and science students.

Nursing faculty members continue to pursue the use of multimedia in the classroom. Computerized testing is now used to prepare students for the licensing examination. After careful research and consideration, pre-admission testing of applicants was implemented, with ongoing data collection to monitor its effectiveness. Each semester, study skills and test taking workshops are conducted for nursing students to facilitate program success.

The Triton College Licensed Practical Nursing program is a one-year program that prepares graduates to qualify for the National Licensure Examination (PN-NCLEX). Upon licensure, the Licensed Practical Nurse provides patient care requiring basic nursing skills and knowledge as selected by and performed under the supervision of the registered nurse, licensed physician, dentist, or podiatrist. Only the Illinois Department of Professional Regulation in compliance with the *Illinois Nursing Practice Act* grants licensure. The program is approved by the Illinois Department of Professional Regulation and accredited by the National League for Nursing.

The Practical Nursing program has proactively pursued the integration of home health experiences into student clinical experiences. The faculty developed and now uses clinical packets to correlate theory and practice, and to assist adjunct faculty in presenting consistent course content. In addition, the faculty have developed and organized an effective means for mentoring new adjunct faculty. They continue to explore integration and use of interactive software in Practical Nursing courses.

The Certified Nursing Assistant program is designed to prepare qualified individuals to work as nursing assistants in long-term care facilities, home health settings, and hospitals under the direction of registered nurses. Upon successful completion of program requirements, the student receives a certificate and become eligible to take the Illinois Nurse Aid Test, which is required for certification by the Illinois Department of Public Health. The Illinois Department of Public Health approves the program. The Nursing Assistant program currently has affiliation agreements with area high schools. Since 1995, the program has enrolled approximately 121 high school students. Of the 121 students, 63 have applied for state certification, and 62 of the 63 passed the test and were certified. The program continues to enroll other students as well and has been instrumental in encouraging individuals to seek certification as Licensed Practical Nurses and Associate Degrees in Nursing.

In support of the mandated Illinois Articulation Initiative, all three nursing programs are currently working on the implementation of a 1 + 1 nursing program. Development and implementation is expected to be complete sometime in the Year 2000.

The Basic Addiction Counseling program is accredited by the Illinois Alcohol & Other Drug Abuse Professional Certification Association. Graduates are eligible to apply for and take the certification examination upon completion of their program. In conjunction with the Illinois Office of Mental Health and the University of Chicago Center for Psychiatric Rehabilitation, the Psychiatric Rehabilitation Certificate program was approved in 1998 and attached to the Basic Addiction Counseling program. The certificate is comprised of four core courses with the option to take a fifth course on Prosumerism. The curriculum includes topics that cover orientation to the field, legal and ethical issues, medications, functional assessment and treatment, and vocational rehabilitation.

Triton College is currently the only community college in Illinois providing education in all imaging modalities. The Computerized Tomography Advanced Certificate is designed to prepare licensed radiographers to operate computerized tomography equipment safely and competently to produce diagnostically acceptable images. The Diagnostic Medical Sonography program is one of the most popular health career programs at Triton College, and is one of the fastest-growing medical specialties today. In support of its' expanding enrollment the one-year certificate program was reactivated in spring 1998. In preparation for re-accreditation during spring 1999, the ultrasound laboratory was relocated in fall 1998, and funds were allocated for the purchase of more technologically advanced computer equipment and supplies.

The Magnetic Resonance Imaging Advanced Certificate prepares students to operate specialized designated magnetic fields and radio frequency waves to obtain exquisite tissue contrast images and at selective excitation. Since 1994, the program enrollment has increased by 100 percent and has increased the number of its clinical sites by 20 percent. The Nuclear Medicine Technology program is the only one of its kind offered by an Illinois community college. It is accredited by the Joint Review Committee on Educational Programs in Nuclear Medicine Technology, and, once again, was recently re-accredited.

The two-year Radiologic Technology program offers classroom, college lab, and clinical site experiences at various renowned Chicago metropolitan area hospitals. This program recently attained five-year accreditation, with the possible extension to eight years upon correction of one identified area of weakness. The Radiology program coordinator has implemented extensive curriculum changes in response to the 1997 program review. Mandatory and elective competencies were added in the fall of 1998 to adjust program requirements to national standards.

Triton's Dental Laboratory Technology curriculum, the only community college program of its kind in Illinois, prepares students to skillfully produce restorative appliances. Areas of study include the fabrication of crowns and bridges, complete and partial dentures, ceramics, and orthodontics. Graduates of the program earn an Associate of Applied Science Degree. The Council on Dental Education of the American Dental Association accredits the program. Graduates qualify for the Recognized Graduate Examination given by the National Board of Certification. The Dental Laboratory program is one of two health careers programs with a Web page on the Internet. The page was developed by a full-time Dental Laboratory faculty member.

Triton offers four programs to qualify students for a rewarding career in Early Childhood Education. Early childhood educational professionals give direct care to children in day care centers and nursery schools. They also assist in kindergartens, programs for exceptional children and before and after school care programs, which are found at elementary schools. The Child Development Center serves as a training laboratory for students enrolled in Early Childhood Education programs. The center also provides child care services to students, employees, and the community. The Child Development Center was awarded a grant of $125,000 from the Illinois Department of Human Services for the start-up of a full-day kindergarten and toddler program. The kindergarten enrolled the first eight students in the fall of 1998, with hopes for increasing enrollment to 15 by next fall. The toddler program is scheduled to open during the spring 1999. Grant funds and a partnership with ProCare Services have enabled the toddler program to occupy space off-campus in an economically disadvantaged area where the provision of toddler care is absolutely essential and desperately needed. Recent investigation and work has begun to determine the feasibility of implementing the Reggio Emilia philosophy of education for young children.

The Emergency Medical Technician program prepares students for entry-level certification. The program consists of a single one-semester course which conforms to content outlines and standards mandated by the Illinois Department of Public Health Division of Emergency Medical Services. Over two-thirds of the enrollees are employed or seeking employment in the Fire/Rescue Service. More than 81 percent pass the state certification exam on their first attempt. Since the last NCA visit, the program has adapted teaching to a new state-mandated curriculum and has improved both equipment and facilities.

The Fire Science program is designed for individuals pursuing a career in fire service and related fields. Some fire departments offer promotional and salary incentives to Associate Degree program graduates. In addition, with recommendations from fire chiefs, graduates generally qualify for the National Fire Academy. The Fire Science program is in the beginning stages of articulation with Southern Illinois University. By May 1999, the articulation will be complete, and the university will have office space and conduct classes on campus for students wishing to continue with their education. The Fire Science program is the only other Health Career/Public Service

program with a Web page on the Internet; the page was developed by a Fire Science adjunct faculty member.

Ophthalmic Technology is a rapidly expanding field with a growing demand for qualified technicians. Triton has the only program of its kind in Illinois; only 15 programs exist nationwide. Ninety percent of the students who graduate from the program pass the National Certification Exam, and the graduate employment rate is almost 100 percent. Changes to the program include implementation of a Vision Care Technician Certificate by the end of 1999.

Graduates of the Respiratory Care program are prepared for employment as advanced respiratory care practitioners. They are able to work in general and critical care units in hospitals, pulmonary function laboratories, home care, long-term/subacute care, sales, administrative, and educational settings. Triton's program is fully accredited by the Committee for Accreditation for Respiratory Care (CoARC).

Triton's Surgical Technology Certificate program prepares the student to help the surgeon, anesthesiologist, and registered nurse with patient care in the operating room and in auxiliary areas, such as central supply and the delivery room. This program is accredited by the Commission on Accreditation of Allied Health Education Programs in cooperation with the Accreditation Review Committee on Education in Surgical Technology. Graduates qualify for the National Certification Exam. Since the last NCA visit this program has moved into a more spacious classroom and laboratory. Grant funding enabled the purchase of a state-of-the-art Steris Unit and Autoclave, with further expenditures this fiscal year on new instrumentation.

Since the last NCA visit, the School of Health Careers/Public Service Programs has worked diligently to meet established goals in support of its mission statement. A Quality Council was formed comprised of representation from all employee groups within the division. The council was given the responsibility for developing a mission statement that everyone could support. The council is convened on an as-needed basis, and membership can change. The only parameter for future council activities is that all employee groups are represented and student representation is included.

In recent years a Psychiatric Rehabilitation Certificate was added to the health care programs. Also, a telecourse on nutrition is currently being developed in conjunction with Rush School of Nursing. Partnerships were established with numerous health care institutions, and concerted effort is ongoing to increase partnerships with 4-year educational institutions. The Triton College Practical Nursing program is developing an agreement with the Army Reserve to provide a 30-month program of practical nursing education to 20 reservists. The program is tentatively scheduled to begin in the spring of 1999.

The college was recently notified by the Illinois Community College Board that the Allied Health area would share a one million dollar grant with Malcolm X Community College and the College of Lake County in support of development of Allied Health programs for welfare-to-work recipients. The federal grant comes from the Department of Health and Human Services.

The School of Health Careers/Public Service Programs has encouraged advisory committees to take a more active interest in providing the expertise needed to keep programs relevant and current. Faculty have been encouraged to add competencies, performance objectives, and written measurable student outcomes, to official course outlines. Programs that have used the assessment process to identify and modify the effects of potential problems include Respiratory Care, Radiologic Technology, Associate Degree Nursing, Practical Nursing, and Early Childhood Education.

Strengths

1. All employees in the Health Careers/Public Service area have demonstrated expertise, initiative, and commitment in support of effective student learning.
2. Departments in the School of Health Careers/Public Service area actively support and maintain recognition or accreditation of their programs from appropriate accreditation and/or regulating agencies.
3. There is strong administrative and technical support and commitment to students, employees and programs.
4. The labs and clinical sites are excellent learning centers, and there is strong dedication and commitment to the ongoing establishment and partnership with viable institutions.
5. Health Career jobs are expected to increase between now and the year 2005.
6. Career-oriented programs, in most instances, lead to rapid employment for graduates.
7. Beginning salaries for graduates of Health Career/Public Service Programs average between $20,000 and $35,000 per year.
8. Graduates have demonstrated success in passing registry and certification exams.

Concerns

1. Essentials for all programs in the health careers area change as health care practices change, and it can be difficult to maintain current knowledge.
2. Chairpersons and coordinators go through a laborious and time-consuming process to ensure accreditation. In some instances, the standards are unrealistic and ill-defined.
3. Student attrition in some programs is higher than desired.
4. Faculty members are greatly concerned about the hiring of new faculty members to replace those who have left or will retire in 1999.

5. Attracting and keeping qualified adjunct faculty in career programs is a challenge. Many work outside of teaching and their teaching salaries are not commensurate with their regular work salaries.
6. In many programs, entering students are less prepared than in previous years. Students with outside responsibilities find it difficult to devote enough study time to their course work.
7. With the ongoing changes in health care, programs need to be reviewed or revised yearly or more often. Faculty need to take a visionary approach to curriculum development and delivery.
8. Increased faculty participation in professional development activities is necessary to maintain qualifications, skills, and abilities.
9. There is a need for more space and storage areas in the Health Careers/Public Service area.

Recommendations

1. Faculty in career areas should be required to participate in professional development activities to maintain knowledge, skills, and abilities.
2. There is a need for integration of programs across related health career areas to support seamless education and to reduce duplication of curricula, equipment and supplies.
3. The School of Health Careers/Public Service Programs should consider reorganizing the Child Development Center and Early Childhood Education program in accordance with the community-based philosophy of Reggio Emilia.
4. Provision should be made for additional mentoring of adjunct faculty members. Departmental rules and regulations need to be reviewed and revised on a consistent basis to ensure the fair and consistent treatment of students and to maintain integrity of the programs.
5. Selected programs should continue to expand clinical experiences, increasing home care and community-based sites in support of a rapidly changing health care delivery system.
6. A systematic process needs to be established and implemented to improve the basic skills—critical thinking, reading, writing, math, and study skills—of all program applicants.
7. Ongoing effective communication and dialogue needs to occur between programs and accrediting or regulating agencies to increase knowledge and participate in developing realistic and well-defined standards and requirements.
8. All employees in the School of Health Careers/Public Service Programs need to continue to emphasize the benefit and value of effective, open communication, diversity, strong leadership, teamwork, and core values to enhance the learning outcomes of students.

PARTNERSHIPS WITH IN-DISTRICT HIGH SCHOOLS

In 1983, the School/College Partnership was formed, which includes the college and six in-district high school districts (a total of nine high schools). The aim of the partnership is to develop cooperative programs for students within the Triton district to allow the schools and the college to share expenses and educational resources. For example, students who wish to take courses or programs not offered in their home district may enroll in them at another school within the region. Leadership for the joint programs is provided by the superintendents of each high school, the president and administrative staff of Triton College, and the region's system director and assistant director. Grants for programs administered through the Des Plaines Valley Region, the career education division of the partnership, are restricted to the areas of business education, home economics, and industrial and technological education.

The college presently participates in the following Partnership programs:

- The Scholars Program, described above section on the School of Arts and Sciences
- Worldwide Youth in Science and Engineering, a yearly competition which tests students' aptitude in engineering, mathematics, biology, chemistry, computer fundamentals, English, engineering graphics, and physics
- Dropout Prevention, a program which focuses on early identification of dropouts and provides intervention efforts
- Alternative programs, such as GED preparation, which enable students to complete high school degrees
- Truants' Alternative and Optional Education program, which addresses the needs of students at risk of leaving school due to pregnancy, poor academic performance, and language or cultural barriers
- The Upward Bound program, a pre-college and pre-vocational program for high school students from low-income or disadvantaged backgrounds
- The Advanced Placement program for academically talented high school seniors, who earn college credit from Triton for approved courses taught in the district's high schools
- The Post-Secondary Planning Project, which administers the ACT Survey of Post-Secondary Plans inventory and assists high school seniors in preparing for college or employment after graduation
- The Scholastic Arts Competition, a national, annual competition, which recognizes creative achievement in art by high school students
- Future Focus, an annual, regional college fair held at the Triton for high school students, Triton students, families, and community residents for the purposes of obtaining information about college options, financial aid, and transfer counseling
- Articulation between the college and the high schools, which enables juniors and seniors to earn college credit while taking specified high school courses in the

fields of business education, home economics, and industrial or technological education

In the spring of 1997, a partnership between the college and the private high schools in Triton's district was created. The administrative leaders of all schools in the group meet monthly to develop and review cooperative educational programs. Significant achievements have been realized in providing technology training and sharing school resources.

Strengths

1. The School/College Partnership is a unique cooperative program whose strength is based on the support and commitment of the area high school superintendents as well as the president and administration of Triton College.
2. Monthly meetings are held year-round to maintain program stability, enhance program effectiveness, and explore new program alternatives to better serve district students.
3. The private high school partnership may increase awareness of the college among students who attend these schools.

Concerns

1. There is a need to continually evaluate program effectiveness for each of the partnership initiatives.
2. Over time, it is possible for some programs to become obsolete.
3. Several of the public high school superintendents will be retiring at the end of the 1998-1999 academic year. The partnership will have a significantly larger number of new members in the year ahead. Efforts will be needed to maintain an understanding of the mission of the partnership as it changes and grows.

Recommendations

1. Program evaluations should be done for each partnership initiate on an annual basis.
2. An orientation program should be developed for the in-coming leaders of the School/College Partnership.
3. Program opportunities that have been available to public high school students should also be developed with the private high schools.

SUPPORT SERVICES FOR STUDENTS

ACADEMIC SUPPORT PROGRAMS

Triton College is committed to student success in all academic programs. The Academic Support Programs area provides multiple services to promote student achievement and retention. They are: developmental education courses; the Learning Assistance Center; and Adult Basic Education, English as a Second Language, and high school completion studies. The Center for Students with Disabilities has been relocated recently in the Student Services division and is discussed below. Staff members of Academic Support Programs are especially committed to developing retention initiatives to foster student success. The college has recently hired a new dean of Academic Support Programs who will manage and coordinate the various services offered by the area.

Developmental Education Program

The Developmental Education program aims to provide students with foundational academic skills in order to improve their opportunities for success at college and in the job market. Triton offers twelve developmental courses in four areas: English as a Second Language (ESL), reading, writing, and mathematics. Students who take developmental classes earn Triton College credit for them. The credits do not transfer, though, and do not count toward graduation.

At the time of entering credit courses or programs at the college, students are required to take a series of institutional placement tests or to provide formal documentation of basic learning skills. The following table shows the percentages of entering students whose scores indicated that they needed additional preparation before taking college-level math or rhetoric courses.

Table 3.6
Placement Test Scoring, Fall Terms 1994-1998 *

Placement Test Scoring Levels	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998
Developmental Math	90%	84%	87%	84%	86%
Developmental Writing	57%	57%	57%	56%	59%
Developmental Reading	23%	24%	24%	29%	27%

* Percents of new degree-seeking students who enrolled for six credit hours or more and took the placement exams. **Source:** Office of Research, Planning and Assessment.

It is the policy of the college that all students who enroll in six or more credit hours must take the math, writing, and reading placement tests (unless they have other evidence of college-level competency in these skills, such as a bachelor's degree). Students who score in the developmental ranges on the English placement tests must enroll in appropriate developmental reading or writing courses prior to completing six credit hours of study. However, in the fall of 1997, only 74 percent of new degree-seeking students who enrolled in six or more credit hours took the placement tests; and in the fall of 1998, just 70 percent of this group of entering students took the tests.

The purpose of the exams is to place students in math and rhetoric classes at their appropriate skill levels. Also, the scores are used as prerequisites for a few college credit courses. The tests scores are not necessarily indicators of the ability of students to succeed in other college-level studies. There is, accordingly, some difference of opinion among faculty, staff, and students as to whether the placement test policy should be enforced more rigorously. A number of students wish only to take selected career education courses and do not want to enroll in the developmental skills classes.

The next table shows the total student enrollment in developmental math, writing, and reading courses at Triton over the past five fall terms. Not all students whose test scores indicate that they need developmental work enroll in these courses. For example, of the group of entering students who placed at the developmental level in reading in the fall of 1996, only 56 percent enrolled in a developmental reading class during that term or any of the three following terms. Of those who entered in the fall of 1996 and tested at the developmental level in writing, 73 percent took a developmental writing class.

Table 3.7
Student Enrollment in Developmental Education (Rhetoric and Math) Courses, Fall Terms 1994-1998

	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998
Seats	3,502	3,144	2,862	2,972	3,110
Average class size	21.9	22.3	22.0	23.0	21.7
Sections	160	141	130	129	143
Total credits	10,602	9,632	8,650	8,757	8,942

Source: *Triton College Tenth Day Report, Fall 1998.* Office of Research and Analysis. Issued: September 1998. Volume XXXIV, Number 6.

The Learning Assistance Center (LAC) The center provides free tutoring and study skills workshops as well as specialized workshops for targeted groups. The services of the LAC are available to all Triton students enrolled in reading, writing, math, science, business, accounting, social science, behavioral science, technology, and health careers. The Learning Assistance Center director reports directly to the dean of Academic Support Programs. The center is staffed with approximately 36 peer and 20 professional tutors. Tutoring services are available at several locations on campus and at the Westchester campus site.

The Learning Assistance Center also has tutors available to work in classes. Computer-assisted tutorial software and college skills workshops are also provided. In connection with the library, the Learning Assistance Center offers workshops on research paper construction, textbook reading, text marking, lecture note taking, and test taking strategies. Faculty are invited to inform their students about the workshops and to recommend them to students with specific needs for developing these skills.

Since 1996, the LAC has implemented new protocols for tutors to provide better tutorial services for students. Also, LAC tutors received a substantial pay increase in 1998 based upon their level of education. During fiscal year 1997, the Learning Assistance Center served 83 different programs, tutored 1,465 students from programs targeted by the state vocational-technical education board (DAVTE), and tutored an additional 3,001 students from non-targeted programs.

Adult Basic Education Programs

Under the dean of Academic Support Programs are the English as a Second Language (ESL) program, the high school completion programs, and adult and evening literacy programs. These services assist adults who need to improve their academic or language skills before taking college-level classes.

The English as a Second Language The English as a Second Language program works to develop the reading, writing, speaking and listening skills of non-English speaking adults so that they will be able to function effectively in the United States. The program is divided into four categories based on Student Performance Levels (SPL) of Mainstream English Language Training (MELT).

High School Completion Programs The adult high school programs assist adults in obtaining a traditional diploma through one of the area high schools. The evening high school program helps students currently enrolled in high school to complete their requirements for graduation from one of the area high schools. The GED program is designed to prepare adult students to take the high school equivalency examination. Additionally, through the Access to Literacy program, volunteer tutors assist students in individual sessions to develop basic reading and writing skills. The Literacy Program addresses the lowest level of English as a Second Language instruction. Adult Basic Education courses for native speakers fall into three categories: 0 through grade 1.9, 2.0 through grade 5.9, and 6.0 through grade 8.9.

Project Student Success The project provides support services to students who intend to make the transition from non-credit English as a Second Language, GED, and adult or evening high school classes, to credit courses in the Arts and Sciences, Business, Technology, Health Careers/Public Service programs of the college. Activities to support student success include: career and vocational counseling, academic advising, peer counseling, informational workshops, tutorial and financial aid assistance, and referral services.

Table 3.8
Participation in Adult Basic Education Programs,
Fiscal Years 1994-1998

Students Served	FY 1994	FY 1995	FY 1996	FY 1997	FY 1998
High School Completion	1,560	2,170	2,720	2,457	2,559
English as a Second Language	3,658	3,914	3,903	4,331	4,734
Project Student Success	NA	627	667	635	680

Additional Adult Basic Education services are available through the Public Assistance Coordination Project for students who receive public assistance. Regular contact is made with students and instructors to avoid attendance and academic problems. Periodic workshops on job search techniques, study skills, time management, and job retention strategies are offered.

After writing three grants to develop a computer lab for Adult Basic Education, the director and the dean of Learning Resources, opened the ABE Academic Support Computer Lab. Research verified that students in Adult Basic Education programs were the least likely to have access to computers and alternative instructional opportunities. The college purchased computer programs that provide alternative methods of instruction to students in literacy, high school completion, and English as a Second Language courses. During the fall 1996 semester, 1,311 students attended the lab. In the spring of 1997, this number increased to 2,638. More than 60 students a month use the lab outside of class. During the spring of 1998, Adult Basic Education introduced three computer courses to accommodate students who could not get into regular classes: 27 students enrolled and completed the courses.

Three years ago, the Adult Basic Education program began using portfolio assessment in addition to the state mandated tests. The process has given students a voice in determining what areas they felt needed additional work and improvement. Students now are able to choose what work they want included in their portfolio work, and instructors spend more time speaking individually to students than in the past.

All students in the Adult Basic Education programs complete course evaluations each semester. Literacy, GED, Language Arts, and English as a Second Language students are pre- and post-tested using a standardized test at the beginning and end of each course. Adult Basic Education faculty assess students' progress using student portfolios that include skill checklists. Student focus groups are conducted each semester; and scheduling, curricular, and student service improvements are made based on focus group feedback. Curriculum committees consisting of the program director and faculty make curricular revisions.

A new support program has evolved since the last NCA visit. The Adult Special Population is a student support program made up of Project Student Success (formerly Project Advance), the Public Assistance Coordination Project, and Homemakers in Transition. (1) Project Student Success provides support services to students as they make the transition from an English as a Second Language, GED, or a high school completion program into college credit courses. Students in the upper levels of these programs have opportunities in the fall and spring semesters to visit credit classes. (2) The Public Assistance Coordination Project monitors the attendance and progress of students in Adult Basic Education programs who are receiving cash public assistance. This program is funded through a joint venture between the Illinois State Board of Education and the Illinois Department of Human Services.
(3) Homemakers in Transition is a program for single parents receiving public assistance who would benefit from short-term vocational training. All three programs provide clients with access to support services, including career and vocational counseling, academic advising, peer counseling, informational workshops, tutorial and financial aid assistance, and referral to additional services, both on-and off-campus.

The Adult Basic Education Department works in conjunction with an Area Planning Council, which includes representatives from area elementary and high schools, community organizations, and libraries. This group meets regularly to identify needs and objectives for adult education in this district. Since most of the Adult Basic Education programs are funded by grants, services are developed to meet the requirements of the grant-mandated goals. Changes in the nation's welfare system will most likely result in increased needs for adult education services. The Adult Basic Education staff recently moved into the newly renovated first floor of the Learning Resource Center. This gave the department much needed new office space and three new classrooms. With the projected increases in this area, there will continue to be a need for classroom space on campus.

Strengths

1. The staff of the Learning Assistance Center is committed to excellent teaching, effective learning, and uses assessment for evaluating and improving teaching and learning.
2. There is currently adequate funding for the Learning Assistance Center.
3. Adult Basic Education has a committed adjunct faculty of 80 instructors who teach more than 100 sections each semester and a newly revised literacy curriculum. There are eleven full-time and sixteen part-time staff members, 55 percent of whom are bilingual and bicultural, serving over 8,000 students per year.
4. A state-of-the-art computer lab meets the special needs of Adult Basic Education students.
5. English as a Second Language classes offered by Adult Basic Education programs exceed enrollment capacity and are heavily sought by out-of-district residents.
6. There are newly revised final exams and systematic writing criteria for each level of English as a Second Language.
7. A committed English as a Second Language curriculum committee meets regularly during fall and spring semesters.
8. The college has selected grammar texts customized for the English as a Second Language curriculum.
9. There are excellent student retention rates in English as a Second Language classes (68 percent from initial enrollment and 82 percent from midterm).
10. Triton hosts a successful Annual Rally for Literacy, attracting students and tutors from the Northern Illinois region.
11. In-service workshops meet specific needs identified by faculty.

Concerns

1. It is difficult to predict the number of sections of developmental classes needed to accommodate demand each term.
2. Retention of tutors in the Learning Assistance Center is difficult due to the low pay scale offered at the college.
3. Space availability is a major factor limiting the expansion of Adult Basic Education programs.
4. All Adult Basic Education faculty are part-time instructors. The college does not provide them with office space, health care benefits, or financial support for graduate studies.

5. Retention of students in the GED high school completion program is low.
6. There is greater evidence of behavioral problems in evening high school students.

Recommendations

1. The purposes of the college placement test policy should be re-examined and clarified for the faculty, staff, and students.
2. A full-time technical support staff person should be hired to maintain tutorial software in the Learning Assistance Center and to provide training sessions for students who need to learn to use the software.
3. College faculty should become more involved with the Learning Assistance Center staff in providing tutorial assistance to students.
4. More technology and resources should be incorporated into the Learning Assistance Center to accommodate the differences in learning styles among students.
5. Incentives to attract adjunct faculty members for employment at the college should be considered.
6. A self-assessment tool should be developed for English as a Second Language faculty.
7. The GED curriculum should be revised to meet the demands of the newly developed GED test, which will be published in the year 2000.
8. Computer-assisted independent study GED courses should be developed to provide choices to those students whose schedules prohibit them from enrolling in classes.

LEARNING RESOURCE CENTER

The Triton College Learning Resource Center (LRC) is designed to support the college curriculum and encourage effective teaching and learning by providing services that enhance or supplement classroom or media instruction. The Learning Resource Center is composed of the Library and Information Services, Media Instruction, and the Independent Learning Lab. The LRC is under the supervision of a dean who is assisted by a faculty chairperson of Library Services, a coordinator for Media Instruction, the Independent Learning Lab coordinator, two additional full-time faculty librarians, and approximately 20 full-time-equivalent staff members. The Learning Resource Center supports the professional growth of the faculty and staff and assists community residents seeking personal enrichment for lifelong learning.

Library and Information Services The Triton College Library maintains a collection of over 84,000 print and audio-visual holdings and approximately 500 current periodical subscriptions. The collections, services, and staff specifically support education programs for the first two years of a baccalaureate education,

career programs in health, business, and technical fields, and adult basic education. All programs are supported with an awareness of the requirements of special needs students.

The library maintains an on-line card catalog, Illinet Online, which is shared with 45 academic libraries in Illinois. Patrons may check out popular reading materials and use the reference and periodical collections as well as materials placed on reserve by faculty members. Besides providing circulation of library materials, the library staff offers workshops on term-paper writing and library use. In addition, the library supports distance learning instruction and provides adaptive equipment for visually impaired. The *LRC Update* is published twice each year for the campus staff, and an annual book sale is held. Through the Library Foundation, a Learning Resource Center scholarship is awarded to a Triton student.

In fiscal year 1996, the library established an electronic research center where students, faculty, staff, and community users have access to bibliographic databases, the Internet, multimedia CD-ROM databases, and a laser printer. The electronic research center is located in the south wing of the library. In fiscal year 1995, the college, which belongs to the West Suburban Post-Secondary Consortium for Distance Learning, received a state grant to install a distance learning classroom on the third floor of the library.

Triton recently received a three-year grant for technology enhancements in the library beginning in fiscal year 1997. Grant funding was awarded through the state-wide library consortium, the Illinois State Library, the Learning Resource Consortium, and the regional library system. Library hardware, system operating hardware, bar codes, and scanners will be purchased or upgraded as a result of the grant. The state library system is accessible through the Internet.

Future remote campus sites will have access to the library system via the Internet by late 1999. Through grant funding, the library will purchase hardware for remote locations. In the summer of 1998, the state-wide library system converted to a new software system. Training seminars were provided for the library faculty and staff throughout the spring of 1998. Librarians now offer instructional sessions for Triton's faculty, students, and staff. Instructional handouts and orientation sessions are provided on a regular basis.

The Learning Resource Center continually reaches out to the campus and the community to promote its resources and services. The dean makes presentations at new adjunct faculty workshops each semester. All faculty are encouraged to make assignments incorporating the use of the library. Brochures announcing workshops and services are sent to all faculty and students.

Electronic Services This college service area was recently transferred from the Learning Resource Center to the Information Systems division of the college. The Media Instruction area of the LRC takes all audio-visual equipment and material

orders, provides consultation and instruction in use of audio-visual and multi-media equipment and materials, and houses and maintains the media collections and equipment. Due to a high turnover rate of hourly staff, regular in-service training is required. The Learning Resource Center hired one full-time employee in July 1998 to assist in this area.

Media Instruction and the Independent Learning Lab The Independent Learning Lab (ILL) administers 30 telecourses for Triton students and faculty members. Services include: distributing course syllabi, maintaining and distributing course materials, testing, scoring SCANTRON tests, and storing records and files for instructors to retrieve. The ILL also administers make-up tests for traditional classes; and it administers the *Constitution* test and sends certification letters to verify students' passing scores. Electronic Services and Media Instruction maintain telecourse materials and equipment at three public libraries and selected business sites within Triton's district.

Strengths

1. The Learning Resource Center has increased access to electronic data over the last four years through the addition of seven Internet stations and seven OPACS, which provide access to on-line catalog, and many on-line bibliographic databases.
2. Research information is also provided through a CD-ROM network and through individual multi-media stations.
3. The Independent Learning Lab is in operation 74 hours a week over a seven-day period. Many people use the service, and there are few complaints.
4. The Learning Resource Center provides an extensive array of services, including the delivery of materials from statewide academic libraries.
5. Membership in many library organizations has provided the library with several opportunities for grant monies to enhance LRC resources.
6. Telecourse offerings available through the Independent Learning Lab provide support for non-traditional students. They are also available on local cable stations and at some public libraries.

Concerns

1. Some areas of the book collection still need to be updated, and more librarians are needed to meet the increasing needs for class instruction.
2. The need to provide technical support for patrons places increased demands on the librarians' time.
3. The noise level in the library is high and impacts the learning environment. Students have no place to study in groups without disturbing other library users.
4. Group instruction is not well suited to the use of electronic resources.
5. The hourly staff has a relatively low pay scale and turnover is high.

Recommendations

1. A full-time librarian should be hired, and the rate of pay for hourly employees should be increased.
2. The library's budget for materials should be increased.
3. The college should investigate the purchase and installation of wired classrooms for central remote handling of audio-visual resources for classes.
4. The Independent Learning Lab should serve as a supplemental lab for the Science Department, the Foreign Language Department, and other areas with limited evening and weekend hours.
5. The Independent Learning Lab should be relocated to the lower level of the Learning Resource Center upon completion of renovation work.

STUDENT SERVICES

The Student Services area of Triton College offers many programs and services to enhance the educational experience for students. The dean of Student Services is assisted by an associate dean, seven directors, two coordinators and a full-time faculty chairperson. The Student Services division is made up of various resources, services, and programs that focus on meeting the needs of the student population and fostering academic and career advancement success.

Student Services departments include those concerned with: admissions and records, student orientation programs, assessment for placement, academic advising, registration, counseling, career exploration services, job placement, cooperative education/internships, student development initiatives, and transfer planning. There are numerous other services that are available to students including financial aid, housing, and placement services. In addition, the Office of Student Life offers a wide array of programs promoting leadership, co-curricular and cultural initiatives, participation in campus life, and overall student development.

Significant staff changes have occurred at the administrative level in the Student Services division. There is a new dean of Student Services, associate dean of Student Services, director of Student Services, director of the Transfer Center, and assistant coordinator of Student Life. These changes have occurred due to staff promotions or due to resignations. In addition, two new full-time bilingual academic advisors, one Polish-speaking and one Spanish-speaking, have been added to the advising staff. Three part-time counselors have also been added to the Counseling Department.

Academic Advising Entering credit students are required to consult with an advisor in order to register. Academic advisors are available to help students in planning their coursework to complete academic goals. In addition, advisors assist

student with meeting graduation requirements, provide information on college policies, and refer students to appropriate college facilities.

The Academic Advising area has undergone several changes during the last five years. The advising staff has been increased from two to five full-time positions. The larger full-time staff gives students an opportunity to meet with an advisor who is familiar with the requirements for the academic programs of the college.

Since 1996, the advisors have conducted graduation workshops in the fall and spring for students who will be graduating at the end of the following semester. In these workshops, students are informed of the remaining requirements for completion of their academic programs before they register for their final semester classes.

Many new faculty advisors have been recruited to assist during peak registration periods. In the past three years, the training program for these advisors has been improved and is required annually for all faculty advisors so that they will be familiar with recent changes in college policies and programs.

Admission and Records The Admission and Records Department provides the initial exposure to the college for the majority of the student population.

The department provides college information to prospective students and the community. It also conducts campus tours and sponsors recruitment and retention events. The department processes and stores records of student information, transcripts, enrollment verifications, class rosters, and grades.

The Admission and Records Department is a large office housed on the second floor of the College Center. The department has 33 staff members, including one administrator, 16 classified, 12 hourly, and 4 student employees.

Since the last NCA visit, the Office of Admission and Records has enhanced strategies for recruiting adults through increased business and industry contacts and promotional publications. Triton has an extensive articulated high school credit program, and the Office of Admission and Records reviews and revises articulation ladders with high school personnel. The Office of Admission and Records has also developed partnerships with local high schools to manage Advanced Placement programs for high school students.

The Admission department lost one assistant director position in 1993 due to college-wide downsizing. The remaining assistant director of Admission position was eliminated in February of 1996. That mid-management supervisory position had responsibility for directing all admission outreach and recruitment activities for the college. The assistant director directly impacted enrollment and the college's image within the community. A physical reorganization in the College Center in 1997 moved the department of Admission and Records from a highly visible location on the first floor to the second floor.

Departmental equipment has been improved recently. The admission information telephone lines were switched to an ACD group format, which allows for tracking of calls and placement of waiting calls into a holding group with programmable messages. Also, all computers in the department were upgraded to PCs with Microsoft Word software.

Assessment Services The Triton College Assessment Center provides programs of standardized testing that are used to assist students identifying their areas of interest and aptitude and to help them in selecting future educational or career goals. The center administers placement tests in math, reading, and writing to all entering credit students, as discussed above in the section on developmental education. In addition, the College Level Examination Program (CLEP) is administered through the assessment center. Through CLEP, students may earn up to 30 hours of credit in the five academic areas of English, humanities, mathematics, natural sciences, and social sciences.

The Assessment Center tests over 5,000 students yearly. Academic placement testing is administered daily throughout the school term. In addition to on-campus placement testing, the center also evaluates prospective students at high school sites throughout Triton's district.

Since the last NCA visit, the reading test was changed from the Carver to the Asset to improve student placement. The Asset test is now used as an admission requirement for Associate Degree Nursing students. Computerized testing, both in reading and math, was implemented in the fall of 1997. Twenty-five computer stations were added for computerized testing, and additional staff was hired to assist in the computerized testing process.

Athletics The function of the Athletic Department is to provide a comprehensive intercollegiate program that is responsive to the overall developmental needs of student athletes as individuals and team members. The department also seeks to maintain contacts with four-year institutions in order to help athletes obtain scholarships and continue their college careers. The department works to promote a positive image of athletics within the college community.

The intercollegiate program includes nine competitive sports. The programs are designed for students who have a serious interest in athletics and are willing to work towards high levels of achievement. To qualify for athletic programs, students must attend Triton full-time and meet grade point average requirements. The following sports are offered for men within the athletic program: baseball, basketball, soccer, swimming and diving, and wrestling. Sports offered for women include: basketball, softball, swimming and diving, and volleyball. As a member of the National Junior College Athletic Association (Region IV) and the North Central Community College Conference (N4C), Triton gives its athletes the opportunity to challenge the nation's top athletic programs. Over 160 students presently participate in the intercollegiate program.

The Athletic Department is under the direction of the Head of Men's and Women's Sports, who reports to the associate dean of Student Services. The head of sports is assisted by twenty-five other employees, including 8 head coaches, 13 assistant coaches, the athletic trainer, equipment manager, sports information director, and a part-time secretary. The Athletic Department is funded solely by the Triton College Student Association.

Career Services and Triton Retraining Assistance Center The Office of Career Services provides students and community residents access to the information, resources, and assistance needed to find a job. Clients may select an appropriate training program, or find help in deciding on a new career direction. The office acts as a liaison between employers and the Triton College community. Career Services offers a weekly *Job Opportunity Bulletin*, career software, individual job search training, career management workshops, a computerized job notification system, and a career resource library to students and residents. Employers can publicize available jobs, attend job fairs, and recruit on-campus.

The Triton Retraining Assistance Center (TRAC) is federally funded under the Job Training Partnership Act/Title III Dislocated Workers Program. TRAC provides

dislocated workers with the opportunity to retrain in a high growth career area while they continue to receive unemployment compensation. Since 1983, more than 4,000 unemployed persons have received assistance and more than 80 percent have found new employment. Now in its fifteenth year of operation, the center has provided job retaining and job placement assistance for approximately 160 individuals.

Since the last NCA visit, the Career Services Center has increased the number of publicized job opportunities by 25 percent. The number of employers who visit campus annually and the number of employers on the database have also increased. The career resource library has been reorganized, and the Internet is now available to job seekers as a valuable job search tool. A departmental Web page was designed and is currently being enhanced. The TRAC office has been refurbished with new computers, software, and office equipment. A communications room will be developed using money obtained from an IETC Satellite Center Grant.

Center for Students with Disabilities The Center for Students with Disabilities provides academic accommodations for students attending Triton College in accordance with Section 504 of the *Rehabilitation Act* and the *Americans with Disabilities Act*. Students seeking academic support assistance may apply for services and explain the nature and extent of their disability and needs. The center provides students with sign language interpreters, taped textbooks, classroom note takers, adaptive equipment, campus mobility training, test readers, public TTY-text telephones, writing assistance, mobility aides, and a test-taking area free of distractions.

The Center for Students with Disabilities was created under a TRIO grant for student support services, which served academically and financially disadvantaged students as well as students with disabilities. Although Triton no longer receives the grant, the program has been continued. The center is managed by a director, an hourly secretary, and an hourly staff person.

Cooperative Education Triton College offers students an opportunity to earn credit hours while working in a chosen field through the Cooperative Education program. In addition to the experience gained, students develop job contacts in the workplace, learn about developing a resume, and acquire interviewing tips and successful work habits. By combining classroom theory and practical work experience, students can test their career goals, gain an edge on the employment market, and defray the cost of their college expenses while earning college credit. The Cooperative Education office works with more than 200 companies that are in search of employees.

Recently a reception and workshop was held to promote the exchange of information among the program staff, faculty members, and employers. An additional part-time position was added in order to coordinate the services of the Cooperative Education program and the Education-to-Careers high school partnership program.

Counseling Department The Counseling Department exists to support students, faculty, and staff. The college has a team of eight full-time faculty counselors, with a range of 9 to 21 years of experience. The counselors all have graduate degrees; one has earned a doctorate and two others are in doctoral programs. Two part-time counselors are supported by a grant, which provides additional hours of service for the department. Recently, two high school counselors and three Triton faculty members with counseling backgrounds have helped to augment the summer walk-in schedule.

To address personal issues, counselors provide clients with a Student Assistance Plan contracted by the college, individually developed referrals, and the *Human Care Services Directory*. They also present workshops on issues such as stress management, self discovery, and overcoming test anxiety. To address students' academic and career issues, counselors teach a one-credit-hour Career/Life Planning course. Computerized assessment programs, such as SIGI PLUS, DISCOVER, and HORIZONS CIS, are available to students in a centralized Career Services Center. Counselors also administer paper and pencil assessments and provide students with a wide variety of printed occupational information. .

All counseling offices have computers and printers. This equipment provides counselors with access to student files as well as transfer information, Internet, and e-mail.

A Counseling Center was established in the College Center Building in the spring of 1998. This new center provides more privacy to students and a clearer delineation between counseling and academic advising services. A centralized system for students to make counseling appointments is being piloted in the fall of 1998.

Financial Aid and Veterans' Affairs The Financial Aid Office assists students in applying for loans, grants, or scholarships that will aid them in completing their education. Five areas of assistance provided by the office are: advising and award packaging, student loans, student employment, scholarships, and veterans' affairs. Students receive assistance in completing applications, finding on-campus jobs, searching the computer for scholarships, and understanding the requirements for the different types of financial assistance offered.

Since the last NCA visit, several improvements have been made in the Financial Aids Office. Customer service surveys have been sent to financial aid students over that last two years to determine the quality of service and to determine the training needs. The computer system was upgraded so that most of the staff have or will have state-of-the-art equipment. Staff members all have access to the Internet to help them keep current with financial aid updates and regulations via the Internet. The Financial Aid Office has on-line access to the Department of Education's EdExpress computer system.

The Pell Grant processing system has become computerized. Although this has improved the department's response time to students, it has also increased staff time due to extra data entry requirements. Also, under the new financial aid application system, the Financial Aid Office is required to initiate applications by accessing student information from the computer system. Additional staff time is then needed to sort through applications for students who do not attend Triton.

The Financial Aid Office has begun several different loan default reduction procedures. More information is provided to students regarding their loans, and student budgets have been revised to more accurately reflect student costs.

Two new programs have become fully operational over the past two years. The Illinois Incentive for Access Grant is a one-time $500 grant that is given to high-need students by the Illinois Student Assistance Commission (ISAC). In addition, the college has become a member of the Clearinghouse, which provides access to the government's National Student Loan Data System (NSLDS). By eliminating much of the need for financial aid transcripts, this new database helps to speed the awards process for students.

Student Registration Students have the option of registering for classes at Triton in person or by using the touch-tone phone system. Academic advisors process all registration transactions that are made in person. They advise students on course requirements and prerequisites, and enter students' selected courses into the college's student records and registration system.

The touch-tone registration software interfaces with the college's student records and registration system and allows students to register for open classes, provided that they meet the course prerequisites. Students who have created a program plan with an advisor or counselor are encouraged to use the touch-tone system. In addition to registering by telephone, students may use the system to check course availability, check their schedule, check their tuition balance, and pay their semester tuition. The touch-tone service is available in three languages: English, Spanish, and Polish.

The associate dean of Student Services is responsible for managing all registration activities. Advance registration is conducted for one month prior to the open registration period. During this time, continuing students are invited see an academic advisor for a 15-minute appointment. Open registration begins three weeks prior to the start of classes. Touch-tone registration is made available two weeks before advanced registration and continues through the start of a course.

Office of Student Life The Office of Student Life offers many resources, programs, and services to enhance the educational experiences of students at Triton. The major components of Student Life are the Triton College Student Association, campus student organizations, student activities, and leadership training programs.

The Triton College Student Association (TCSA) is the official governing body that represents all students who enroll in college credit courses. The main functions of

the TCSA are to approve the allocation of student service fees, provide input on campus-wide student governance committees, coordinate student activities and events, and provide leadership for the student body. The Triton College Student Association has been instrumental in helping to fund several on-campus projects by:

- endowing nearly $1,000,000 to upgrade the Learning Resource Center;
- endowing $250,000 to implement and maintain Internet service on campus;
- providing funding for student activities, athletics, *The Fifth Avenue Journal*, the TCSA Program Board, and many other Student Life programs;
- awarding more than 200 scholarships to Triton students;
- funding the construction of Triton's six-lane swimming pool;
- providing $250,000 for the renovating the College Center and facilities for student use; and
- providing an emergency service vehicle for students who have car trouble on campus.

More programs have been offered recently to reflect the interests of Triton's diverse student population. A Multicultural Center has been established through the expansion of the Black Cultural Center: this center offers a forum to promote diversity and exchange ideas. In 1997 the World Cultural Mural was unveiled in the College Center Link. The mural is filled with images from around the world and is intended to emphasize harmonious acceptance of all cultures.

The Office of Student Life hosts a number of different events ranging from the World's Largest Sober Party to corn roasts, live musical performances, sexual awareness programs, and many other events. Parachutes/Club 2000 is a campus meeting place for clubs and organizations, and when not in use, provides a quiet place to study.

Student Orientation Student Orientation provides an opportunity for new Triton students to learn about degree programs, student services, college facilities, and strategies for achieving success in college. Orientation takes place in a small group setting. Students take assessment tests and are given a campus tour. Guidance is provided by a team leader, who reviews the college catalog with new students. During the orientation day, students register, receive a photo identity card, and have opportunities to learn about financial aid and e-mail procedures. The program also includes a luncheon for the new students.

The orientation program was restructured four years ago, and the new format has resulted in positive response from students, staff, and colleagues from other institutions. Orientation coordinators were honored with the Illinois Association of Collegiate Registrars and Admissions Officers "Bright Idea Award" in 1995.

Transfer Center The main objective of the Transfer Center is to assist students in the process of transferring to a baccalaureate institution. The Transfer Center staff provides individual guidance, workshop activities, college fairs, and an on-line articulation for over 50 colleges and universities. Students can obtain information

about program offerings and co-curricular activities at other institutions, on-campus housing, child care, and other support services. The Transfer Center contains student scholarship information, college catalogs, admission applications, and an on-line Transfer Information System that assists students in selection of coursework. Over 25 percent of Transfer Center users were students transferring into Triton from other colleges and universities.

The Transfer Center has been instrumental in promoting the Illinois Articulation Initiative by presenting information at orientations, updating the *Triton College Catalog*, and directing advising session to reflect the new initiatives. The Transfer Center has established a new Transfer Center Web page, which highlights Transfer Center events, college recruiters' scheduled visits, scholarship information, transfer schools, and upcoming open houses.

Strengths

1. The Student Services division provides a comprehensive range of programs and services for Triton's students and district residents.
2. Staff members are responsive to student needs and aggressively explore ways to enhance their services.
3. The College Center provides modern, attractive offices and facilities that are centrally located and easily accessible for students and visitors to the campus.
4. Most of the staff have recently participated in customer service training workshops.
5. Upgraded or new computer systems have improved the efficiency of services and access of staff to needed information, especially in the areas of Financial Aid, Counseling, and Career Services.

Concerns

1. Additional staff is needed to respond effectively to service demands in the areas of Admissions, Assessment, Counseling, the Center for Students with Disabilities, Athletics, and the Transfer Center.
2. Increased academic support services are needed for athletes and clients of the Center for Students with Disabilities. Development and marketing of Student Life programs for non-traditional students is needed.
3. Upgraded computer software, additional training, and technical support are needed, especially in the areas of Financial Aid and Career Services.

Recommendations

1. Staffing structures should be reviewed and additions made where needed.
2. Student Service staff members should be cross-trained to provide services in other areas of the division during period of high demand.
3. Communication, and especially the use of e-mail, should be encouraged among

the Student Service departments.

4. Staff members should continue to participate in customer service training.
5. Faculty should be made aware of the student services that are available to students. More faculty should be recruited to work in advising during registration.
6. Grant funding should be sought or maintained for special support programs.
7. Needs for computer equipment, software, training, and technical support should be monitored, and needed improvements should be made.
8. Recruitment and marketing strategies for traditional-age students should be reviewed. New strategies should be developed for adults and other non-traditional students.
9. Support services for groups of students with special needs should be developed or improved. Strategies for working with probationary students throughout the year should be improved.
10. Coaching stipends should be increased. Consideration should be given to offering scholarship or tuition waivers in order to attract top students and proficient athletes to Triton.

ASSESSMENT AND STUDENT OUTCOMES

ASSESSMENT OF GENERAL EDUCATION

General education is an essential component of several central missions of the college and is especially important in preparing students to transfer to four-year institutions. However, it is difficult to isolate general education teaching and learning for assessment purposes. Triton's degree programs all have a general education core requirement; however, many students transfer general education credits into the college from other institutions, and many leave Triton before completing a degree.

Review of General Education Objectives In the spring of 1998, the School of Arts and Sciences and the Assessment Committee developed a three part program for assessing general education objectives. The first step involved a review of its statement of general education objectives which had been developed many years earlier at the institution. A faculty committee met in the summer of 1998 and developed the following list of general education goals. Students will:

- *Develop and demonstrate critical thinking and problem resolution skills*
- *Develop skills in verbal and non-verbal communication*
- *Develop and apply mathematical concepts for computation, reasoning, and problem solving skill*
- *Recognize basic principles of physical and life sciences, and their applications which contribute to physical and mental health*
- *Identify the impact of technology on society and demonstrate the use of technology to obtain information*
- *Be exposed to basic concepts in one or more disciplines, including the arts, literature, history, economics, human behavior, institutions, contemporary cultures, religions and philosophical systems*
- *Recognize cultural diversity with respect to race, ethnicity, gender, and other issues related to improving human relations*

These proposed goals will be considered for adoption by all arts and sciences departments later in the 1998-1999 school year.

Each course which meets a general education requirement was reviewed to determine which of the seven general education objectives were being met and to what extent. After a complete inventory was made, it was concluded that there was indeed sufficient course work required to meet general education objectives.

Assessment Within General Education Classes A second component of general education assessment involves evaluations of general education courses conducted by faculty members who teach them. Each academic department determines the timetable and the procedures used to assess each course. As with all other classroom teaching/learning assessments, reports of the evaluations are published in the yearly *Annual Assessment Update.* Feedback is provided directly to the academic areas which provide instruction in the general education course offering.

Modifications in teaching delivery or requirements are then determined by the faculty involved.

Administration of the CAAP Examination As a third measure for assessing general education achievement at Triton, the college is beginning to explore the use of standardized tests. In the spring of 1998, a pilot group of 80 students on the verge of graduation participated in the writing component of ACT's *Collegiate Assessment of Academic Proficiency (CAAP)* examination. During each subsequent semester, the college will pilot test a different component, such as critical thinking or math. Results of these tests will be sent back to departments that offer course work relating to that general education objective.

Feedback reports from public universities in Illinois provide another source of information about students' preparation in general education as well as in specific disciplines. In general, these reports show that Triton students who move on to four-year colleges and universities perform as well as transfer students from other community colleges and students who begin as freshman at the four-year schools.

Strengths

1. The assessment program for general education uses a variety methods of evaluation.
2. The program has campus-wide participation.
3. The feedback for revising courses goes directly to the academic departments.
4. The program is flexible enough to allow for immediate modification.

Concerns

1. It is not possible to measure precisely the impact of college courses or programs on the general education attainments of students at Triton. Students may not perform at their best when there is no incentive for them to do well on the CAAP examination. Also, it is difficult to guarantee attendance of students to take the CAAP exam.
2. Administrators need more information about student outcomes in general education courses.
3. It is challenging to develop a manageable plan for assessing general education outcomes within a reasonable cost.

Recommendations

1. Auditing of transcripts to monitor the general education success of Triton students who transfer to baccalaureate institutions should be considered.
2. The college should conduct focus groups at least once a year to determine the viability of the general education assessment procedures.
3. Planning and budgeting for assessment programs and activities should be

improved.

ASSESSMENT OF CLASSROOM TEACHING AND LEARNING

Triton's program for assessing student academic achievement within individual courses is especially strong. The classroom assessment program at Triton is directed by a committee of faculty and administrators who plan, review, and advise fellow faculty members and academic departments about projects and schedules. Faculty members from each academic area specify learning objectives to be assessed in the courses they teach. Data are gathered, results are documented, and instructional changes are implemented as a result of these faculty-directed assessment projects. During the first year of implementation in 1994, Triton's *Classroom Assessment Plan* won the Illinois Award for Excellence and Accountability.

In addition to managing classroom assessment activities, the assessment committee provides the campus community with several different publications throughout the year. Samples of sound assessment practices are presented in a bimonthly newsletter that highlights ongoing activities, new techniques, modified forms, deadlines, and unique assessment on campus. Several editions of the newsletter provide a summary of new classroom assessment techniques selected from the Cross and Angelo publication, *Classroom Assessment Techniques, A Handbook for College Teachers, Second Edition.* The purpose of these bimonthly publications is to acquaint faculty with varied and manageable assessment activities. Faculty are urged to pilot these techniques and share their experiences with their colleagues.

In the fall of 1997, *The Triton College Handbook for the Assessment of Classroom Teaching/Learning* was written and distributed to each faculty member and administrator. The handbook includes the concepts of assessment, Triton's philosophy of assessment, some ideas for getting started, sample assessment activities from across campus, a format for documentation, and a section on frequently asked questions and answers. The handbook is currently being expanded and revised to include chapters on general education, new assessment samples, the Secretary's Commission on Achieving Necessary Skills (SCANS) objectives, and a new planning guide.

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The college has created a yearly in-house publication of all current classroom assessment projects. Over 60 academic areas document their assessment plans for the upcoming year, their past year's assessment results, modifications to their curricula, and general results. Each of these reports is included in a bound book, the *Annual Assessment Update*, which is disseminated campus-wide. The book enables faculty members to compare their activities with their colleagues' and provides constructive input for future assessment plans.

In November of 1996, Triton hosted its first Assessment Fair which was attended by more than 70 educators from Triton and other local colleges. Presentations featuring assessment techniques and activities were given by faculty members and administrators from several colleges, and special sessions on NCA's assessment requirements were given by representatives of the association. Due to the

overwhelmingly positive feedback, a second larger fair was held in fall 1997, and a third fair was held in November of 1998.

Triton's assessment program has had a significant impact on teaching and learning at the college.

- The Math Department developed and implemented a new math course to address retention problems and prepare students for transfer credit in math.
- Students in the second General Physics course attain higher levels of understanding and show a greater degree of interest in doing lab experiments.
- New teaching materials were developed for Introduction to Psychology resulting in improved student performance in the course.
- A detailed analysis was made of the Introduction to Sociology course to determine areas of weakness in student comprehension. Additional instruction and student work is now directed to these topic areas.
- Students in the Hospitality Industry program were assessed to measure the degree to which the program was addressing the SCANS competencies. As a result, greater emphasis is now being placed on productive use of resources, interpersonal skills, productive use of information, thinking skills, and use of equipment and technology in the kitchen.
- After the certification tests in the automotive program, topics of instruction on which students needed additional preparation were identified and improved.
- Teaching in the Graphic Arts course in lithographic presswork was modified after it was determined that students with previous experience assisted those students without experience when working in groups.
- Assessment in the Electronics program led to the need to change the level of textbooks, lab exercises and support projects.
- The Associate Degree Nursing program revised policies and instructional delivery as a result of success rates of graduates on the registered licensing exam. Issues addressed were critical thinking skills, nursing course repetition policy, and pre-admission testing.
- Instruction in dental laboratory technology was redesigned to add production techniques and speed drills. As a result, production in the fixed-specialty course increased by 98 percent while maintaining an over 90 percent student satisfaction rate.

Triton's assessment plan has undergone a number of revisions since its inception in 1994. Documentation of assessment plans was reduced from reporting twice per year to once per year. The report from each academic area has been changed to a narrative format. The committee has instituted a newsletter called *Assessing the Situation* which is published twice each semester. Focus group meetings with faculty members were instituted in 1995 to assist in modifying policies and reporting. The

Assessment Fair was first held in 1996 and is now in its third year. The *Annual Assessment Update* publication is also in its third year. In October of 1997, *The Triton College Handbook of Classroom Teaching/ Learning Assessment* made its debut. Over 600 copies were printed and disseminated throughout the college and to the public. A second revised edition is due out in October 1998.

Strengths

1. Classroom teaching and learning assessment is an ongoing campus-wide activity which improves through continual experimentation.
2. Faculty members have made numerous modifications to their teaching as a result of assessment.
3. The assessment fairs have been very well received by the participants.
4. The publication of *The Triton College Handbook for the Assessment of Classroom Teaching/ Learning* and the *Annual Assessment Update* has been a very positive step in promoting the assessment process both internally and externally.

Concerns

1. Classroom teaching and learning assessment continues to be a work in progress and faculty members need constant re-education about the assessment process at Triton.
2. Documentation is often submitted after the deadline, making it difficult to compile the *Annual Assessment Update.*
3. Some faculty members are still reluctant to participate in the program.
4. The Assessment Committee, while dedicated to its task, finds it difficult to recruit new committee members, particularly from the technology areas of instruction.

Recommendations

1. The committee plans to revise the assessment handbook to include additional topics to clarify, simplify, and promote the assessment process.
2. Invitations to attend the annual assessment fairs should be sent out to a larger audience.
3. The committee intends to recruit members from the many new faculty members to be hired. In this way, faculty can become educated and involved in the assessment process from the beginning of their professional career at Triton College.
4. To ensure continued quality and participation, the college should increase its recognition and support for assessment activities on campus.

STUDENT OUTCOMES

The tables and discussion that follow present a general picture of outcomes attained by students who participate in Triton's credit programs and in developmental studies. Most of the measures pertain to the goals of educational success and advancement. These include: course completion rates, grades earned, degrees and certificates earned, program completion rates, and retention rates. Other goals and measures are also discussed below.

Table 3.9
Successful Course Completion Rates by Area,
Fall 1996 and Fall 1997

Area	Total *N* Fall 1996	Total *N* Fall 1997	% Successful Fall 1996	% Successful Fall 1997
All Programs	30,005	29,840	64.1%	63.3%
Arts & Sciences	14,684	14,643	60.2%	60.2%
Developmental	2,908	2,965	49.1%	48.3%
Business	4,977	5,131	63.9%	61.6%
Health	3,325	3,186	80.3%	81.1%
Technology East	2,923	2,683	76.2%	74.8%
Technology West	1,188	1,232	76.2%	71.5%

Of the students enrolled in all college programs during the fall terms of 1996 and 1997, approximately 64 percent completed their courses with passing

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Table 3.10
Grades by Area, Fall 1996 and Fall 1997

		Total *N*	A	B	C	D	F	I	W	P	R	Aud	Tot
All Programs	'96	30,005	26%	21%	16%	4%	4%	2%	24%	1%	2%	0%	100%
	'97	29,840	26%	21%	15%	4%	4%	1%	25%	1%	2%	0%	100%
Arts & Sciences	'96	14,684	23%	21%	17%	5%	4%	2%	27%	0%	1%	0%	100%
	'97	14,643	23%	21%	16%	5%	4%	1%	29%	0%	1%	0%	100%
Developmental	'96	2,908	12%	17%	15%	3%	6%	1%	31%	6%	10%	0%	100%
	'97	2,965	13%	18%	17%	3%	7%	0%	27%	3%	12%	0%	100%
Business	'96	4,977	33%	19%	12%	3%	5%	2%	24%	0%	2%	0%	100%
	'97	5,131	31%	18%	13%	3%	5%	2%	26%	0%	2%	0%	100%
Health	'96	3,325	26%	28%	22%	4%	1%	2%	13%	5%	0%	0%	100%
	'97	3,186	27%	29%	19%	2%	1%	2%	13%	6%	0%	0%	100%
Tech East	'96	2,923	40%	22%	13%	3%	1%	1%	18%	2%	0%	0%	100%
	'97	2,683	39%	22%	14%	2%	2%	2%	19%	0%	0%	0%	100%
Tech West	'96	1,188	36%	27%	13%	3%	2%	1%	18%	0%	1%	0%	100%
	'97	1,232	34%	23%	15%	3%	3%	2%	19%	0%	1%	0%	100%

grades. The percentages of course completion are higher for students in the technology and health areas and somewhat lower for students enrolled in developmental studies. In fiscal year 1998, students earned more than 115,000 baccalaureate transfer credits and more than 95,000 career education credits at Triton.

The grade distributions for fall term courses during 1996 and 1997 fluctuated only slightly. Higher grade trends are shown in the technology and business areas of the college. For all college programs combined, 26 percent of fall term students earned As, 21 percent earned Bs, and 15 percent earned Cs in the fall of 1997.

Table 3.11
Graduates by Degrees and Certificates, Fiscal Years 1994–1998

Fiscal Year	AA	AS	AAS	Adv Cert	AGS	Cert	Total
1994	118	111	464	54	26	273	1,046
1995	140	152	549	43	24	337	1,245
1996	124	126	543	56	18	333	1,200
1997	136	107	447	63	22	331	1,106
1998	140	110	460	75	17	286	1,088

In general, more than 1,000 students earn degrees and certificates at Triton each year. Approximately 25 percent of the degrees are earned in transfer programs (associate in arts, associate in science, or associate in general studies degrees).

Table 3.12
Program Graduates and Completion Rates *
Fiscal Years 1994-1996

		FY 1994	FY 1995	FY 1996
All Programs	*N*	1,046	1,245	1,195
	%	9.1%	12.5%	11.6%
Arts & Sciences	*N*	262	329	279
	%	4%	6%	5%
Business	*N*	128	139	138
	%	8.8%	10.2%	10.0%
Nursing & Allied Health	*N*	418	478	486
	%	28.5%	33.2%	33.0%
Technology	*N*	238	299	292
	%	11.9%	17.3%	17.2%

* Number of graduates in programs as a percent of the number of program majors in the fall term two years before. **Source:** *Program Screening Model, 1997*, Office of Research and Analysis. Issued: April 1998. Volume XXXIII, Number 29.

The program completion rate expresses the number of graduates during a year as a percentage of the number of program majors who were enrolled two years before. But this denominator—number of program majors—includes both entering students as well as those continuing from previous terms. So, the program completion rate shows year-to-year trends but does not provide information about an entering cohort of students.

The program completion rate is relatively much higher for students in the health careers fields and somewhat higher for students in technology programs, than it is for students in arts and sciences or business programs.

Table 3.13
Comparison of Retention Rates of Degree Students Entering Fall 1991 and Fall 1994, After Three Years *

		Entering Fall 1991		Entering Fall 1994	
		Retained	Not Retained	Retained	Not Retained
All Programs	*N*	1,354	2,127	1,126	1,818
	%	38.9%	61.1%	38.2%	61.8%
Arts & Sciences	*N*	823	1,338	695	1,104
	%	38.1	61.9%	38.6%	61.4%
Business	*N*	147	242	121	255
	%	37.8%	62.2%	32.2%	67.8%
Nursing & Allied Health	*N*	335	446	154	186
	%	42.9%	57.1%	45.3%	54.7%
Technology	*N*	158	348	156	273
	%	31.2%	68.8%	36.4%	63.6%

* Students were defined as retained if they completed a degree or certificate program, were still enrolled, or had transferred, three years after entering the college. Students were counted as transferred if they had requested a transcript. **Sources:** *Triton College Retention Report.* Office of Research and Analysis, issued: May 1995, volume XXX, Number 38. Data on the cohort entering in the fall of 1994 was provided by Nancy McNerney, Associate Vice President for Research, Planning and Assessment, fall 1998.

The retention rate studies conducted by the staff of the research office provide a more refined measure of student progress than the program completion rate. The results of two retention studies done over the past four years show that approximately 38 percent of students who enter college studies at Triton earn a degree, transfer, or are still enrolled after a three-year period.

Table 3.14
Graduate Success Rates * Fiscal Years 1994-1996

		1994 Graduates	1995 Graduates	1996 Graduates
All Programs	% employed	73%	73%	78%
Business	% employed	76%	80%	79%
Nursing & Allied Health	% employed	68%	72%	75%
Technology	% employed	80%	71%	83%

* The percent of graduates employed in their field or continuing their education full-time divided by the number of graduates surveyed with those not seeking employment removed. **Source:** *Program Screening Model, 1997*, Office of Research and Analysis. Issued: April 1998. Volume XXXIII, Number 29.

Approximately 78 percent of students who earned Triton degrees in career education programs in fiscal year 1997 were able to find employment in their field or continue their education full-time. A follow-up survey conducted by the research offices showed that 94 percent of the 1997 occupational graduates were employed either full-time or part-time. Eighty-three percent of the graduates worked in positions related to their Triton program. The median annual salary of all 1997 occupational graduates who were employed full-time in a job related to their Triton program was $30,000.

Table 3.15
Successful Course Completion Rates of Developmental and Non-developmental Rhetoric and Math Students, Fall 1996 and Fall 1997

Area	Total *N* Fall 1996	Total *N* Fall 1997	% Successful Fall 1996	% Successful Fall 1997
All Programs	30,005	29,840	64.1%	63.3%
Developmental Rhetoric	1,184	1,240	47.0%	48.4%
Non-developmental Rhetoric	1,691	1,682	55.9%	56.1%
Developmental Math	1,724	1,725	40.6%	48.2%
Non-developmental Math	866	908	51.4%	48.7%

Entering students who scored in non-developmental (i.e., college-level) ranges on the placement exams had higher course completion rates in their rhetoric and math courses than students who scored in the developmental level on these exams.

The next table shows a similar result regarding retention rates: higher percentages of non-developmental, versus developmental, students earn a degree, transfer, or are still enrolled three years after entering the college. The much lower retention rates for students who did not take the placement exams may indicate that a significant proportion of this group only intended to take selected courses at the college, not to complete a degree program. However, this group probably also includes students who needed basic reading, writing, or math skills improvement but avoided the placement tests.

Table 3.16
Retention Rates of Developmental and Non-developmental Students
Entering Fall 1991 and Fall 1994, After Three Years *

		Entering Fall 1991			Entering Fall 1994		
		Total *N*	**Retained**	**Not Retained**	**Total *N***	**Retained**	**Not Retained**
Totals		3,481	38.9%	61.1%	2,944	38.2%	61.8%
Reading Level	Developmental	652	36.5%	63.5%	498	30.5%	69.5%
	Non-Developmental	1,963	47.1%	52.9%	1,599	46.5%	53.5%
	No Scores	866	22.2%	77.8%	847	27.3%	72.7%
Writing Level	Developmental	1,499	39.5%	60.5%	1,150	36.3%	63.7%
	Non-Developmental	1,084	51.8%	48.2%	918	51.9%	48.1%
	No Scores	898	22.4%	77.6%	876	26.5%	73.5%
Math Level	Developmental	2,237	41.7%	58.3%	1,792	41.0%	59.0%
	Non-Developmental	338	58.3%	41.7%	216	62.5%	37.5%
	No Scores	906	24.8%	75.2%	900	25.6%	74.4%

Students were defined as retained if they completed a degree or certificate program, were still enrolled, or had transferred, three years after entering the college. Students were counted as transferred if they had requested a transcript. **Sources:** *Triton College Retention Report.* Office of Research and Analysis. issued: May 1995, volume XXX, Number 38. Data on the cohort entering in the fall of 1994 was provided by Nancy McNerney, Associate Vice President for Research, Planning, and Assessment, fall 1998.

Every two years since 1990, the Office of Research, Planning and Assessment has administered ACT's entering and continuing student surveys to sample groups of Triton students. The following discussion of student satisfaction with academic features of Triton College presents data from the 1994 and the 1996 *Student Opinion Survey*, which were given to groups of "continuing students," those who had attended the college for one year or more. The sample for 1994 included 420 students; and the sample for 1996 had 515 students. Data are also shown for all continuing community college students who responded to ACT's *Student Opinion Survey* in 1996, a total of 69,712 students.

The majority of continuing students were satisfied with most aspects of academic life at Triton College. At least three quarters of the group expressed satisfaction with the following:

Table 3.17
Student Satisfaction with College Academic Features,
ACT *Student Opinion Survey* Data, 1994 and 1996

	Percent who responded "very satisfied" or "satisfied" with college academics		
	1994 Triton students	1996 Triton students	1996 all CC students surveyed
Attitude of teaching staff toward students	79%	77%	83%
Testing/grading system	79%	79%	79%
Course content in your major area of study	80%	79%	75%
Variety of courses offered	77%	80%	71%
Quality of instruction in your major area of study	77%	80%	75%
Class size relative to the type of course	87%	86%	85%
Challenge offered by your program of study	74%	76%	76%

Source: *1996 ACT Student Survey Report*. Office of Research and Analysis. Issued: April 1997. Volume XXXII, Number 33.

Triton students' levels of satisfaction with college academic features equaled or exceeded those expressed by the ACT norm group. The only areas which were notably lower in the level of satisfaction than the nationwide group were:

Table 3.18
Lower Rates of Satisfaction with College Academic Features,
ACT *Student Opinion Survey* Data, 1994 and 1996

	Percent who responded "very satisfied" or "satisfied"		
	1994 Triton students	1996 Triton students	1996 all CC students surveyed
Availability of your advisor	46%	52%	64%
Value of information provided by your advisor	51%	52%	64%
Out-of-class availability of your instructors	64%	58%	68%

Source: *1996 ACT Student Survey Report.* Office of Research and Analysis. Issued: April 1997. Volume XXXII, Number 33.

Conclusion

It is difficult to draw conclusions from outcomes studies at this level of generality. The results described above may be characteristic of community college students at a large non-residential public institution. The college offers opportunities for widely diverse students to engage in higher education studies. Many do succeed in attaining their academic goals, and most are satisfied with the academic programs and services of the college.

CORPORATE AND COMMUNITY EDUCATION

The mission of the Corporate and Community Education division of the college is to provide lifelong learning opportunities for people of all ages and professions and to provide programs that address community needs in the areas of professional and career development, recreation and leisure, personal interest and self-development, and technical training. The Corporate and Community Education division is under the direction of a dean who is assisted by three executive directors. Current goals of Corporate and Community Education include expanding programs, developing new delivery methods, maintaining effective class operation, and providing access to program offerings throughout the district.

GENERAL COMMUNITY EDUCATION

Community Education Courses Triton's community education courses offer opportunities for life-enriching learning experiences to all members of the community, from children to senior citizens. This program area has grown in recent years, both in the number and diversity of courses offered and the number of people served.

Community education courses provide a wide range of educational and recreational options that complement the credit offerings of the college and address community needs. Non-credit "E" courses provide residents with technical training or professional and career development opportunities. Students in these classes receive the same instruction and complete the same assignments as students in credit classes, but they do not receive letter grades. This is a convenience for persons who do not wish to add to their college transcript or who simply prefer to take classes without the pressure of receiving a grade. Some of the "E"-courses are co-listed with credit classes in order to maximize enrollment and to use college resources more efficiently.

Community service offerings also include classes for recreation, leisure, or personal interest. Programs are offered for older adults and for children between the ages of six and thirteen. Since there are no admission requirements for community education courses, registration is streamlined.

On-line computer courses will be offered beginning in the fall 1998. Students will be able to take non-credit classes such as Introduction to the Internet, Creating Web Pages, and Quicken for Windows from the comfort and convenience of their own home. These courses are designed for persons who find it inconvenient or impossible to participate in a traditional classroom setting due to work commitments, child care responsibilities, physical disabilities, or transportation problems.

Extension Centers Triton's Corporate and Community Education division provides courses, workshops, seminars, and conferences at convenient neighborhood locations as well as on campus. During fiscal year 1998, a total of 4,036 community education students took classes at extension sites. Presently, there are more than ten satellite sites, each with a director. All programs are based on a continuous assessment of community needs. Advisory councils have been organized at the Proviso East and Proviso West High Schools' extension sites and at the Westchester Campus. The councils provide input and advice on meeting community needs. Focus groups of students and faculty are held at all sites to obtain feedback about the course offerings. Student evaluations of instructors are also used to improve the programs.

Weekend College Program Weekend College continues to provide a full range of university transfer courses as well as selected career education courses. The Westchester Campus now offers an array of programs seven days a week. The program allows students to attend classes only on the weekends and attain a degree

or certificate in an accelerated fashion. Two new programs presently being offered through Weekend College are Advertising Art and Entrepreneurship.

The newest community center is located at Riverside-Brookfield High School. In partnership with the high school, the college has invested in a Macintosh lab at the facility. Students may enroll in a special Weekend College program and attain a certificate or associate degree in Advertising Art, Graphic Arts, or Computer Design by attending classes offered at the high school.

Nuevos Horizontes Triton's Nuevos Horizontes Community Center provides educational opportunities to Triton's diverse communities. The goals of the center are to promote and facilitate access to higher education, to provide educational programs and services for immigrant adults, and to inform the community of educational and cultural opportunities available at Triton.

During the 1997-1998 school year, Nuevos Horizontes served over 10,300 community residents. The programs and services offered included:

- Assessment and registration for Adult Basic Education courses
- A Parents Education Program for Limited English Proficient (LEP) adults
- English as a Second Language classes
- Citizenship preparation classes
- GED high school completion studies
- Tax preparation courses
- Child care at an outreach site
- Advising and tutoring
- Free legal advice

Nuevos Horizontes cooperates in partnerships with local schools, community agencies, churches, and the business community to provide workshops on education, culture, health, consumerism, immigration and other issues.

In September 1998 Nuevos Horizontes co-sponsored the ninth annual HispanoFest to promote cultural diversity within Triton's community and to raise funds for Hispanic students who wish to attend Triton College. Over the past eight years, funds raised at HispanoFest have been used to support 30 full-time scholarships for Triton College students. HispanoFest has become the largest Hispanic cultural event in the western suburbs with an attendance of approximately 20,000 participants each year.

Most recently, Nuevos Horizontes initiated a bilingual Basic Computer Skills Program that enables limited-English-proficient students to improve their English

language skills while they acquire workforce skills. During fiscal year 1998, the Nuevos Horizontes computer lab was upgraded and expanded; it is now used for the new bilingual computer skills courses and for independent study.

During fiscal year 1998 Nuevos Horizontes, in partnership with the Suburban Immigrant and Refugee Task Force, assisted 54 immigrants to apply for United States citizenship. In addition, Nuevos Horizontes registered 24 new citizens to vote, thus assisting them to participate fully in the United States democratic system. The partnership also held a one-day conference entitled "Building and Connecting Suburban Immigrant Resources," whose purpose was to provide training and to inform leaders from local agencies and organizations about suburban immigrant issues.

Nuevos Horizontes is a resource for government and community agencies. In the spring of 1998, at a request from the Illinois State Treasurer, the Nuevos Horizontes staff translated the Bank at School program from English into Spanish. This program introduces students to the world of money and banking. The Bank at School program has been implemented in more than six hundreds schools throughout Illinois. The Spanish version will soon be implemented in some Chicago schools and other schools throughout the state.

For many students the task of learning the basics of reading and writing in a language which they partially understand can be dauntingly slow. The Adult Basic Education / English as a Second Language Preparation Program housed at Nuevos Horizontes assists Spanish-speaking people to build their native language literacy skills as they acquire English. These studies improve their self-esteem and encourage them to continue their education. Classes and tutoring sessions are conducted by instructors and volunteers who are required to complete bilingual tutor training.

Programs for Children and Seniors The Corporate and Community Education Department offers classes targeted specifically for children and seniors. The Triton Juniors programs complements regular school schedules and activities with recreational and educational experiences designed to stimulate children's interest and desire to learn. In Triton Juniors classes

students can explore computers, the arts, language, math, reading, science, and swimming. A summer youth camp, offered by the college in conjunction with nearby Gottlieb Hospital, provides recreational, educational, and fitness activities for 50 children between the ages of six and twelve.

Two programs of Corporate and Community Education which are targeted for senior citizens are the Senior Studies Program and the Retired and Senior Volunteer Program (RSVP). The Senior Studies Program, with an annual enrollment of over 2,000 persons, provides low-cost community education daytime classes in a variety of subjects. Classes are held on campus and at community sites. The Senior Studies Advisory Council provides feedback and support for program activities. The courses, which are planned especially for older adults, include studies of literature, music, dancing, fitness, and driver education. The Senior Scholarship helps those who are age 50 or over to earn credit degrees. Six students are supported at present. The Lifelong Learner program offers non-credit courses in liberal arts. Students who complete six Lifelong Learner courses are given a Lifelong Learner certificate and a key pin award at the annual Lifelong Learner Awards Ceremony.

Additional Senior Studies programs include a recreational Summerfest and the Senior Garden Club. The Active Retired Citizens Club, which meets bimonthly in the Senior Center on campus, has a membership of over 500. The club's newsletter is gives information about campus events, bowling updates, and upcoming excursions.

Retired and Senior Volunteer Program The Triton College Retired and Senior Volunteer Program (RSVP) of West Suburban Cook County has been in existence since 1969. It is a national volunteer organization sponsored by the college, the Illinois Department of Aging, and the Corporation of National Service. The RSVP serves as a contact resource for older adults who want to share their interests, talents, skills, and expertise in making a difference in their community. The organization also assists community agencies in recruiting volunteers for special activities or daily tasks and tracks volunteer services nationally. Currently, RSVP has over 830 volunteers, who contributed 153,000 hours of volunteer service in 1997.

RSVP participants serve an average of one-to-four hours per week. They assist people with acute, chronic illnesses, the homebound, low-income residents, and veterans. In addition, they serve in adult literacy projects, senior nutrition programs, and grammar schools. Some work as mailing assistants, fitness assistants, receptionists, museum guides, living history lecturers, and friendly visitors. In 1997, fifteen volunteers provided free tax assistance to low-income families or seniors who could not afford a paid professional. Five volunteers provide homework assistance to children who have working or single parents. Eight volunteers provide companionship for individuals who are homebound or alone.

Strengths

1. Triton's Corporate and Community Education programs provide lifelong learning and enrichment experiences for all district residents. Program offerings are responsive to expressed community needs and interests.
2. Registration for community education courses is easy and user-friendly. Testimonials and enrollment (over 12,000 seats) provide evidence of the program's success.
3. Promotional projects, such as the Learning is Ageless Conference and the Pancake Breakfast, continue to keep the RSVP program in the public eye.
4. Nuevos Horizontes is a positive and effective force in the community.
5. Advisory councils and cooperative agreements with local schools are evidence of effective community partnerships.

Concerns

1. A major concern has been the low pay rates for adjunct faculty. This was most recently addressed by increasing the pay scale by 20 percent beginning in the spring of 1998.
2. The Retired and Senior Volunteer Program (RSVP) often finds it difficult to find stimulating volunteer opportunities for mature adults. Transportation is often a problem and additional funds are needed for those who request reimbursement. Additionally, further action must be taken to keep the public aware of the mission and focus of the RSVP.
3. The Nuevos Horizontes building has very limited space to expand program offerings to meet community needs. There is a long waiting list of persons who wish to take English as a Second Language courses.
4. The computer lab at Nuevos Horizontes does not have Internet access. The small lab (containing eleven computers) is not sufficient to provide up-to-date computer training.
5. Child care services need to be provided for English as a Second Language students attending classes at extension sites.
6. The lack of after-school programs is a big concern for the Hispanic community leaders who need to address gang and drug-related issues.

Recommendations

1. Off-campus programs and accelerated classes on the weekend should be expanded. Additional partnerships should be created with private high schools to expand off-site locations for community education courses.
2. A larger building should be found to house Nuevos Horizontes in order to enhance the program offerings and to increase the number of people served in Triton's district.

CONTINUING EDUCATION CENTER FOR HEALTH PROFESSIONALS

The goal of the Triton College Continuing Education Center for Health Professionals (CECHP) is to provide high-quality, cost effective continuing education courses to meet the training needs of health care professionals. The center provides educational consultation and course design services as well as supporting the health care faculty and students. Triton's center has received special permission to incorporate state examinations in its courses. All CECHP courses are approved for the highest funding by the Illinois Community College Board and the Vocational-Technical board, and all receive appropriate professional credit.

During the most recent fiscal year, CECHP has provided over 300 professional continuing education courses for 10,000 health professionals in the health care community. The center provides credit and non-credit courses at Hines, Loyola, and University of Chicago Hospitals to upgrade and cross-train staff. In partnership with Community Health Training Center, CECHP set up a computer lab at Triton's Westchester campus to train health department personnel in the Chicago area on new patient information and assessment computer programs. CECHP received a six-year accreditation as a provider of nursing continuing education from the American Nursing Credentialing Center. This is the highest rating possible.

CECHP has also received contracts from two Illinois agencies, the Department of Public Health and the Department of Human Services, to provide educational and financial coordination for a series of courses for health care professionals across the state. In addition, CECHP is a nationally accredited provider of nursing care and a state accredited provider of instruction for social workers and nursing home administrators.

CECHP, in partnership with Loyola University Emergency Medical Services for Children, offered two courses which trained 70 school nurses throughout Illinois. These school nurses have joined with emergency room nurses to teach the courses throughout Illinois. Each three-day course trains 30 school nurses. New partnerships have recently been formed with Hines Hospital, Loyola University Medical Center, the Lung Association, and several nursing homes.

CECHP offices are also responsible for providing health services on the Triton College campus. The Health Services Office offers treatment for minor illnesses, emergency first aid, non-prescription medications, referrals, health counseling, and diagnostics testing. A registered nurse is available to provide care for emergency illnesses or injuries. Students can see the college physician for a nominal fee, and health and accident insurance is available for students.

Since 1994, all of the CECHP professional staff have been cross-trained to work with all allied health professional groups and nursing organizations. Many interdisciplinary courses have been created. CECHP actively seeks to create partnerships with hospitals, health care and other professional agencies to prepare health care professionals for certification or licensure examinations.

Strengths

1. Triton's Continuing Education Center for Health Professionals is able to respond within three months to provide customized training to clinics and professional associations.
2. There is an excellent staff with a large network to schedule classes and develop long-term partnerships with organizations.
3. The center provides unique package of courses and creative partnership agreements with external organizations.
4. High-level classes are inexpensive, and flexible scheduling provides opportunities for clients to obtain course work at a variety of locations.
5. Courses are designed to promote the success of participants.
6. CECHP's budget has been managed effectively in order to ensure the profitability of the center.

Concerns

1. Mailing costs are high, and programs frequently encounter time constraints.
2. There is a high cost for instructional materials. Space on campus is very limited.

Recommendations

1. CECHP should seek to form four health care partnerships each year in order to increase the presence of Triton College in the health care community and ensure additional revenue for CECHP and the college.
2. The center should develop two 120-hour certification courses for fire personnel and submit them to the State Fire Marshall's office for approval.
3. The center should expand selected community education course offerings by five percent each year in order to enhance revenue for the college's auxiliary fund.
4. CECHP should develop proposals to secure educational grant monies from the Illinois Department of Public Health and the Illinois Department of Health and Human Services during the next two years.
5. The center should expand the number of non-credit community education courses for health care professionals by five percent each year.
6. The size of CECHP's business office, staff services, and mailroom staff should be increased to facilitate educational services offered.
7. Procedures enabling staff to go off campus should be improved.

EMPLOYEE DEVELOPMENT INSTITUTE

For more than 25 years, the Triton College Employee Development Institute (EDI) has provided customized training to business and industry. Each year EDI offers more than 400 training programs for more than 6,000 employees. Contract training with business and industry is custom-designed and conducted on site. Professional seminars are open to employees, and short-term training programs are designed to teach new skills and upgrade old skills quickly. Each program is taught by instructors and leaders who are both business practitioners and experienced educators. Employers may choose from on-site training, short-term training at Triton, or one of many seminars and workshops covering a variety of topics and services such as: computer technology, management development, quality control programs, automotive technology, photo offset, industrial electronics, blueprint reading, welding, Spanish for supervisors, industrial supervision, adult basic education, English as a Second Language, and employee assessments.

The Small Business Development Center, within the Employee Development Institute, provides training and counseling to entrepreneurs or those trying to expand or improve their business status. The center helps clients to develop business plans and financial statements: staff members even go to financial lenders to help clients present their cases. Clients receive assistance in developing sales, databases, spreadsheets, and word processed documents. A library of periodicals, videotapes, and books on every aspect of business start-up, marketing, sales, and interviewing is available for use. In addition, the center provides monthly networking opportunities for entrepreneurs to meet with bankers and promote business. The center annually

serves approximately 350 clients and sponsors between 25 and 30 training or networking events.

The Employee Development Institute has expanded its program offerings during the last five years in the following areas:

1. Non-credit short-term training programs were developed for individuals who need to develop new employment skills or to upgrade skills in their current fields.
2. The Small Business Development Center has grown significantly, more than doubling the number of clients served.
3. EDI has developed a high-end computer training lab for use with corporate clients.
4. Marketing brochures have been revised.
5. New major partnerships with corporations have been developed. These partnerships include the establishment of permanent training sites with the following companies: SAAB, USA; American Society for Quality Control Midwest Chapter; American Airlines; Land Rover; UAW General Motors; and UAW Ford.

The SAAB Regional Training Center, located at Triton College for the past five years, is the only non-SAAB training center in the United States. The center provides training to SAAB dealership journeymen automotive technicians from a twelve-state region. Each year SAAB offers a variety of over twenty different training classes, which serve approximately 250 attendees.

Land Rover North America, which is located in Lantham, Maryland, deals with the import, sale, and service of high-priced British luxury sport utility vehicles. The Land Rover University at Triton is one of three training sites in the United States and is the only non-Land Rover facility offering training to the company's dealership journeymen automotive technicians internationally. For the past two years Land Rover has offered a variety of fifteen different training classes to over 430 attendees.

Strengths

1. The Triton College Employee Development Institute is provides quick response, customized training, relevant topics, and excellent customer service.
2. Instructors are seasoned and skilled practitioners in their field.
3. The institute is able to provide service to 6,000 persons each year. Growth and repeat business all provide evidence to the success of the EDI.
4. The coordinator of the Small Business Development Center is a small business owner who has taught at Triton College for 16 years. He is very sensitive to the community and has a strong presence with the community.
5. The Small Business Development Center is very involved with chambers of commerce and economic development organizations. Bankers refer prospective entrepreneurs to the program. The center is favorably cited in news releases and articles from former clients.
6. The Employee Development Institute is recognized for excellence as evidenced by support and partnership from companies such as American Airlines, Ford, GM, Borg Warner, Land Rover, SAAB USA, Navistar, Nestle, Comdisco, United Airlines, and many other corporations, banks and local businesses.
7. Revenue has grown by 45 percent between fiscal years 1993 and 1997.
8. Departmental profit has more than doubled during the same period.

Concerns

1. The Employee Development Institute needs access to labs that are equipped with up-to-date technology.
2. The institute has increasing competition from employee training services elsewhere.
3. There is a limited staff of two in the Small Business Development Center, and funding has not increased since 1992.

Recommendations

1. The Employee Development Institute should develop more major partnerships and expand contract training programs.
2. The Small Business Development Center should develop an advisory board.
3. The Small Business Development Center should upgrade the resource center with state-of-the-art PCs and seek grant funds to cover printing costs.
4. The EDI corporate computer lab should be improved and enhanced.
5. Triton's Institute should increase marketing of training programs, produce new professional materials, and continue aggressive marketing strategies.

6. The institute should continue to assess the changes in business and industry and be prepared to offer new training programs and alternative forms of delivery.

CULTURAL PROGRAMMING

The Cultural Programming Department seeks to create opportunities for Triton's diverse district population to view and appreciate culturally enriching programs that are affordable and accessible. The department also organizes theatrical events at the Performing Arts Center for Triton's students, staff, faculty, and community. The programs range from children's performances, dance programs, and music concerts to comedy and dramatic performances. The programs feature performers of various cultures and ages, and tickets are available for no more than fifteen dollars.

Some of the programs which have been offered in the last five years have been: Valentine's Jazz Fest; One Night Jazz Stand featuring Johnny Frigo; The Spectrum Trio; Chopin Lives by Robert Guralnik; The North Shore Concert Band; Stardust; Chestnut Brass Company; Bernice Lipson-Gruzen Piano Concert; Buffalo Shufflers; Meisenback and Golden, a harp and flute recital; An Evening of Indian Classical Music by Shesshadri; An Evening of Tall Tales; National Shakespeare Theater performances of *Hamlet*, *Twelfth Night*, *The Comedy of Errors*, and *Othello*; Joseph Holmes Chicago Dance Theater; Nai-Ni-Chen Dance Company; The Color of Dance; The Music and Dance of Spain; Chinese Magic review; The Spencers Magic and Illusion Show; and the *Somewhat Fractured History of the World* by Lance Brown.

The Cultural Programming Department has organized field trips to the Lyric Opera House, Ravinia Festival, and the Rosemont Theater. This provides district residents with an opportunity to see shows that would be far too expensive for the college to bring on campus.

Besides being a home for cultural events, Triton's theater is available for other college-sponsored events including graduations, lectures, seminars, and films as well as dance performances, plays, and concerts. When the theater is rented to external groups, the Cultural Programming Department provides all technical requirements, set-up services, and personnel to supervise events.

Fine Arts Gallery

The Triton College Fine Arts Gallery has provided a setting for eight art exhibits per year over the past ten years. In recent years, the gallery has hosted a number of recurring exhibits. These include: a fall semester show, co-sponsored by Nuevos Horizontes, in honor of Hispanic-American culture; the annual members show of the West Suburban Art Guild; the annual members show of the Berwyn Art League; and the annual Holiday Ceramics Sales. A highlight event of the entire year is the Regional Finals of the National Scholastic Art Competition held in January. Between 500 and 600 entries are received from students of all the high schools in the Triton district. Fifty prize works are selected and sent to New York for the national competition. In its 75th year, the National Scholastic Art Competition is the oldest

contest of its type. In 1998 five students from the Triton district won at the national level. One student gamered the Best of Show award.

During the spring semester, an exhibit entitled "Best of Best" presents winners from all eleven art leagues in the Chicago West Suburban area. Such events are designed both to serve the community and to provide educational and cultural opportunities for the students and staff at Triton. The culminating exhibit of the academic year features the work of Triton art students.

The gallery further provides an attractive meeting site for dozens of workshops, luncheons, and receptions throughout the year. Special events, such as the awards ceremony for winners of the All Nations Poetry Contest and Ash Wednesday services, have been held in the gallery since its inception. Due to budgetary limitations, the gallery can only be open twenty hours a week. In spite of this, the exhibits continue to draw over a thousand visitors a year, as signatures in the guest registry attest. With little fanfare and scant marketing support, it remains an enhancement to the cultural life of the college and the Triton district.

The Cernan Earth and Space Center

The Cernan Earth and Space Center opened on Triton's campus in 1974 to celebrate the achievements of Apollo astronaut Eugene A. Cernan, who came from the town of Bellwood in Triton's district. The mission of the Cernan Earth and Space Center is to provide public educational programs dealing with broad areas of astronomy, space, and science. The center is noted for its 100-seat planetarium skydome theater. Staff at the center prepare, collect, and present dome theater programs. Also, they develop public programs and create exhibits of space and earth science materials. The skydome provides unique forms of entertainment to the public, including laser light shows, wraparound films, and other special events.
The original Cernan Center building was replaced by the current one in 1994. Since its reopening, the Cernan Earth and Space Center has expanded its museum shop and improved its exhibit area. Equipment has been added that allows for the presentation of both video and teleconferences. A new laser projection system was installed, and the sound system was upgraded. The center's schedule of events now has twenty-eight program offerings, including the very successful Monthly Skywatch public observing series. A membership program has been created, and the Cernan Center's service to Triton College and its local communities has been expanded.

The Cernan Earth and Space Center occupies 4,900 square feet, with a staff of thirteen. The center is attended by nearly 50,000 persons annually and has an annual budget of $182,000. The Cernan Earth and Space Center serves a wide variety of people in the Chicago area, including school and senior citizen groups who reserve time during the weekdays to see the program of their choice. Triton College classes (particularly those in astronomy and geography) use the center's facilities. The Cernan Center also hosts special events, lectures, and workshops that complement programs presented in the skydome theater.

Strengths

1. The Cernan Center has a highly competent and professional staff and a dedicated and enthusiastic core of members.

Concerns

1. There is a lack of an aggressive and ongoing fundraising development component.
2. Skydome theater equipment is aging, with no college funds available to purchase replacements or upgrades.
3. Reductions of staff and annual budgets have limited the expansion of new services.

Recommendations

1. The Cernan Center should strengthen its links with local communities and develop strategies to better serve culturally diverse audiences.
2. Spanish language planetarium shows should be developed for the district's growing Hispanic population. Service to the hearing impaired should be improved.
3. An inflatable Starlab Planetarium should be purchased to reach greater number of disadvantaged and low-income schools that may be unable to sponsor field trips.
4. The Cernan Center's educational offerings should be expanded and additional resources for local teachers should be developed.
5. The star projector should be replaced, and the planetarium theater should be significantly upgraded.
6. A comprehensive revenue enhancement plan and a capital fund drive should be developed.
7. New space artifacts should be acquired from the National Air and Space Museum, NASA facilities, and other space museums.

CONCLUSION

The educational programs and services described above all relate to the fundamental institutional purposes presented in the Triton College mission statement.

The School of Arts and Sciences provides courses and programs that lead to associate degrees and enable students to transfer to four-year institutions with junior standing. Programs in the Schools of Business, Technology, and Health Careers/Public Services prepare students with professional and technical skills needed for employment and careers. The credit and non-credit programs, as well as Academic Support Programs, provide lifelong learning opportunities for all residents of Triton's district. Developmental Education and Adult Basic Education programs assist students in acquiring college-level academic, practical life, and workforce skills. The Learning Resource Center and Student Services also provide resources and services that are essential to the academic success and social development of Triton's students.

Within the Corporate and Community Education division, there are numerous programs and services by which the college reaches out to benefit the lives of community members. The Nuevos Horizontes center is a prime example of such a service. The Employee Development Institute and the Continuing Education Center for Health Professionals supply specific training needs of business, industries, professional organizations, and entrepreneurs in the Triton region.

Many programs, services, and activities at the college encourage all members of the community to develop an appreciation of cultural diversity and to become informed participants in the American democratic culture. These opportunities include credit and non-credit humanities and non-Western cultural studies as well as the many extracurricular programs and events that are available through the Student Services and Corporate and Community Education divisions.

Triton College provides its community with a wide variety of strong educational programs and services. The institution is accomplishing its fundamental purposes.

CHAPTER FOUR
INSTITUTIONAL PLANNING

Criterion Four: "The institution can continue to accomplish its purposes and strengthen its educational effectiveness."

This chapter reports on institutional planning strategies and evaluates the ability of Triton College to meet its mission and purposes in the future. First, there is an examination of planning structures and procedures for the college as a whole. Following this, planning efforts for the areas of financial, human, and physical resources are considered. Then, plans for various assessment activities are examined.

INSTITUTION-WIDE PLANNING

Strategic Plan

The institutional planning processes at Triton are based on its mission and vision statements. The strategic plan is the primary planning tool of the college. The plan is designed to focus the human and financial resources of the college on specific and attainable goals. The mission statement provides a description of what Triton currently is--the basic services that it provides for its students and clients. A vision statement indicates what the college wants to become--its fundamental goals for the future. The strategic plan enumerates the activities planned in the next three years to move Triton toward the realization of its vision.

History of the Strategic Plan

In the fall of 1992, the college contracted with an outside consultant to assist the staff in developing a comprehensive strategic plan. Throughout the 1992-1993 academic year, the college offered a series of workshops seeking involvement from all areas of the campus and the community. All interested individuals were encouraged to submit ideas for Triton's future through working papers. A task force was organized which met for three days to map out the college's future. The task force revised the college's mission statement and defined the goals for the strategic plan. These goals became the basis of the college's strategic plan. The trustees use the strategic plan and the budget as their primary planning tools.

Ongoing Planning Process

Since 1993, the college has produced three major planning documents covering the periods, 1993-1995, 1995-1997, and 1998-2000. Each year the campus community is invited to make recommendations for revising the strategic plan for the upcoming year. As new funding is linked to the strategic plan, administrators bring forward the goals that they wish to accomplish. At the completion of each three-year planning cycle, a steering committee is appointed by the vice president of Academic Affairs and Student Services to review and make recommendations for the new plan. The strategic plan, consisting of strategic goals and priorities, is written by the assigned administrator and reviewed for comments and suggestions by the steering committee. A summary of the final plan is distributed to all full-time faculty and staff. An administrator is assigned to each of the strategic goals and priorities to oversee its completion. Each assigned administrator submits activities and timelines for achieving the strategic goals and priorities.

Highlights of *Strategic Plan 2000*

The fiscal year 1998 update to *Strategic Plan 2000* was completed and published in August 1998. The report documents the accomplishments for each of the college's 1998 priorities. Some of the accomplishments were:

- Expansion of the Weekend College program
- Implementation of a new full-day kindergarten program
- Program revisions to comply with the Illinois Articulation Initiative general education requirements
- Implementation of the Summer Bridge Pilot Program
- Development of plans to renovate the library
- The drafting of a college vision statement
- Development of expanded partnership initiatives
- Completion of projects to enhance campus facilities
- Computer and instructional equipment upgrades
- Progress on the Year 2000 campus computer information systems project

In September 1998, an annual revision of *Strategic Plan 2000*, updating the goals and priorities for fiscal years 1999 and 2000, was completed and published. A summary is available on the Triton Web site and the complete text is available on the Triton Intranet. All full-time faculty received a summary report of the updated strategic plan. New and continuing priorities include planned improvements in tutoring services and expansion of the new Math Power Headquarters, expanded child-care services, a plan for faculty recruitment, and planned improvements in technology.

Additional details of the current strategic goals are discussed above in the mission chapter. Enrollment maintenance, assessment, cost containment, technological currency, staff training, student support services, facility maintenance, revenue development, and outside partnerships are emphasized as main goals in the updated strategic plan. Each administrator assigned to a strategic goal develops action steps and takes responsibility for carrying them out. At the end of the planning period in the late spring, administrators report on their progress towards achieving the strategic plan goals.

Budget Planning

The budget planning process starts in January with a budget schedule distributed to all administrators. In March, completed personnel budgets are forwarded to the area vice president. Each academic and administrative unit prepares its budget based on last year's figures and known contractual salary amounts. These numbers are reviewed and revised by the deans and submitted to the vice presidents in May. The Board of Trustees approves the tentative budget, holds a public hearing, and adopts the final budget, which is submitted to the Illinois Community College Board.

While most of the strategic plan objectives have be funded through the college's operating budget, the cost of some of the initiatives and technical equipment exceeds the limits of the operating budget. For fiscal year 1999, the college budget projects $41,349,527 in revenues and $44,993,612 in expenditures. College reserves are being used to fund strategic plan initiatives, the library renovation (discussed below), and additional renovations to the physical plant. The continued increase in the college's reserves over the past five years has enabled the board and the administration to fund these high-priority initiatives.

Technology Plan

Strategic Goal 13 of the current strategic plan mandates an annual update of the college's technology plan. Each academic and administrative unit of the college reviews and updates its computer equipment and software needs, estimating what will be required in the next three years. Those estimates and computer equipment requests are collated and reviewed by Information Technology Services to ensure that planned purchases of equipment and software are compatible with campus-wide networks and that staff are in place to provide needed support. Final recommendations for purchases of all instructional equipment are made by the academic deans and the vice president of Academic Affairs and Student Services. Academic deans attempt to allocate equipment funds to those departments with the greatest needs.

Technology planning decisions need to be made in a suitable time frame so that support staff can be trained. Assessment of the utilization and impact of equipment on curricula should be made part of the planning process. Assessment of the computing needs of students should be undertaken in order to maximize the utility of purchases. Departments making instructional equipment requests need feedback

about the results of the planning decisions in order to prepare to integrate new equipment and software into their programs.

Academic Senate

The Triton College Academic Senate originated in 1987 as an effort to increase faculty input into governance decisions concerning instructional issues and policies. The senate is made up 25 senators, including 24 full-time faculty and one adjunct faculty member. Nine students and administrators serve ex-officio as members of the senate. Faculty senators are appointed from each of the departments on campus. The senators annually elect the president. Dr. John Frye, a faculty member who is highly respected by both faculty and administration, has served as president of the senate for the past four years.

The Academic Senate has taken an active role in discussions concerning the future direction of the college. In fiscal year 1998, Illinois Articulation Initiative (IAI) curriculum revisions and plans to replace retiring full-time faculty members were explored. Consensus was developed regarding changes to be made in Triton's general education requirements to implement the state initiatives. The senate also passed a resolution encouraging the college to replace retiring faculty with new full-time, tenure-track faculty members. The senate has several subcommittees that contribute to program planning or policy development at the college. These committees were discussed above in the chapter on college resources.

The senate's College Curriculum Committee is responsible for making recommendations regarding all program reviews, course changes, and degree requirements. The committee makes recommendations to the president both for approving new curricula and for withdrawing or inactivating curricula. Recently, the committee streamlined the process by designing new forms and procedures. The curriculum committee planned the changes that were needed in Triton's degree programs in order for the college to participate in the Illinois Articulation Initiative. The committee's recommendations were successfully implemented in 1998.

Program Review

The object of Goal 3 in *Strategic Plan 2000* is to conduct an annual review of all programs that have low enrollment and high cost and to consider eliminating such programs. The research office prepares two reports that are be used for program review and planning in order to facilitate compliance with the program review strategic goal.

First, the *Program Screening Model* is produced each August by the Office of Research, Planning and Assessment and distributed to all deans and administrators in Academic Affairs and Student Services. This report contains current and historical information about student enrollments, student success, program staffing, and program cost. The report is intended as a starting point for the program evaluation process and not as the complete study of all programs.

Secondly, the *Program Review/PQP* report is prepared and submitted to the Illinois Community College Board, also in August. The content requirements of this report vary from year to year and include reviews of selected instructional programs, student services, and support programs. Faculty and deans review their programs by examining data concerning program need, cost, and quality. A review of administrative and public service productivity is also included. The report additionally addresses both general and specific questions raised by the Illinois Community College Board and the Illinois Board of Higher Education. Program area administrators typically provide responses to these questions.

PLANNING FOR FINANCIAL RESOURCES

The Finance and Business Services Office, under the direction of the Triton Board of Trustees, conducts financial planning for the college. The plans, which are developed annually, include a long-range projection of college revenues and expenses and the college budget for the coming year.

The current long-range projections show that Triton will have revenues exceeding expenditures by almost $12 million at the end of fiscal year 2003. At the end of fiscal year 1998, there was a total of $11.3 million in the Unreserved Education Fund and Operational and Maintenance Fund. The finance office is also responsible for Strategic Goal 9, developing new sources of revenue, and Strategic Goal 3, addressing containment of academic costs. A full-time staff person is assigned to grant development to increase external revenue.

Strategic Goal 1 calls for efforts to enhance college revenues by increasing enrollment through marketing, improving retention, and developing new programs. The vice president for Business Services has developed a marketing plan. The associate vice president for Academic Affairs and Student Services is responsible for planning pilot student retention projects and convening a retention and enrollment committee. The vice president of Academic Affairs and Student Services is responsible for overseeing the development of new programs.

- marketing and recruiting strategies;
- incentives for potential candidates;
- processes for screening, interviewing, and selecting new faculty;
- orientation and acculturation programs for the newly-hired faculty; and
- management of the action plan.

Search committees were organized in the fall of 1998 and recruitment efforts have begun which are intended to add 23 new full-time faculty members to the college staff by the summer of 1999.

Faculty Development Plans

With the large number of faculty replacements planned for the next three years, providing staff development opportunities will be increasingly important. The recruitment plan addresses the need to orient and integrate new faculty into the Triton community. Currently, Information Technology Services provides software training in a variety of areas, and the Human Resources Department sponsors orientation and teaching methodology workshops for adjunct faculty. However, in conjunction with Concern #3 expressed by NCA evaluators in 1994, a professional development program that will assist full-time faculty in serving the needs of Triton students is also required. In the last faculty contract, funding for faculty professional development was increased from $250 to $500 per faculty member and departmental staff development funds were increased from $550 to $1,100.

Technological change on campus requires additional staff development activities for the college. Information Systems has addressed this need by opening a Technology/Training Center to provide instruction in office software. However, the college technology plan concentrates on equipment and network infrastructure and does not adequately address maintenance issues. In addition, more staff is needed to provide advanced technical support and to facilitate the development of courses for delivery over the Internet. If faculty members are to use new technology, they will require the assistance of knowledgeable and supportive experts.

assistance of the staff of the Office of Research, Planning and Assessment and the involvement of staff from virtually every area of the campus.

The research office prepared a report early in 1998 that analyzed the need for new full-time faculty by examining five data elements concerning each college program. These included:

- Total credit hours generated
- Growth trends
- Cost
- Ratio of full-time and part-time faculty
- Total part-time faculty contact hours

The joint analysis of these factors produced a prioritized ranking of program areas with the most critical needs for additional full-time faculty. The research office report noted that other variable factors, such as future enrollment and state and local funding, would affect the determination of need for new faculty.

In the spring of 1998, the vice president for Academic Affairs and Student Services developed a preliminary plan for hiring new faculty based upon input from the department chairpersons, coordinators, and area deans. This plan was discussed at the Academic Senate and at an open meeting for all college staff before it was finalized in the summer. The plan called for the addition of 32 new full-time faculty members to Triton's staff by the end of calendar year 2001.

In May of 1998, the Academic Senate had passed a resolution indicating their desire that the total number of full-time faculty not be allowed to decline. Many full-time faculty feel strongly that increases in the percentage of part-time faculty jeopardize academic programs. They argue that full-time faculty are needed to maintain curriculum quality, advise students, mentor adjunct instructors, and implement technological improvements.

The administration's decision to hire 32 faculty to replace the 48 retirees was based upon the consideration that the retirees have a contractual option to continue teaching a reduced load at the college for a period of three years after retirement. It was estimated that the professors emeritus and senior lecturers would teach the equivalent number of course sections as 18 full-time faculty members. The administration believes that a conservative approach to hiring full-time, tenure-track faculty is fiscally responsible given the uncertainty of future enrollments in some program areas.

During the summer of 1998, a special task force was convened to organize a systematic faculty replacement process. The 19-member group developed the *Faculty Recruitment Action Plan (FRAP)* which presented studies of:

- desired characteristics of new faculty;

As noted above, the Finance and Business Services Office is ultimately responsible for the execution and control of the budget after the other college units have initiated their requests. The associate vice president of finance provides the initial input into the budget by supplying current budget figures, calculating contractual salary costs, and projecting costs of standard purchases.

The finance office is adequately staffed and prepared to meet the financial oversight and planning aspects of the mission of the college in the future. In the coming year, the office will implement its technology plans and provide additional training for the staff.

Members of the Board of Trustees believe that Triton College is one of the financially best-prepared colleges in the state, having more than an $11 million operating fund balance, while maintaining a policy of no tax increases. The trustees also believe that the Finance and Business Services Office provides effective fiscal controls and reporting systems.

PLANNING FOR HUMAN RESOURCES

Faculty Staffing

Over the past year, the college has devoted a great deal of time and effort to developing plans for replacing 48 full-time faculty members who will retire within the next two years. This number represents almost 30 percent of Triton's current staff of 170 full-time faculty. Many of these individuals came to Triton when the college first opened and developed its programs thirty years ago. The State of Illinois has recently enacted legislation which alters the retirement funding formula for community college instructors, creating a retirement incentive for many. Other retirement incentives have been included in the last several faculty negotiated agreements at Triton.

In response to the impending departure of the 48 retiring faculty members, the college initiated a major planning effort to evaluate the need for full-time faculty in specific program areas and to recruit, hire, and provide orientation for a new complement of full-time faculty members. The vice president of Academic Affairs and Student Services has directed the planning process, with the

Support Staff Planning

Triton boasts a well-qualified Office of Research, Planning and Assessment, which provides quantified information to senior administrators and external agencies and fulfills state reporting requirements. As we enter the next century, the research office will be able to provide information to respond to external demands for accountability and productivity. The current reporting information generated by the research office should be distributed to the academic departments and used more extensively by faculty members.

Staff reductions have occurred in many areas of the campus including the Human Resources Department. However, services remain at an adequate level. Additional plans should be developed for sharing support staff resources and re-evaluating staff deployment. More analysis of the types of staff needed should be undertaken before hiring takes place.

Beginning in spring 1997, the Human Resources Department began a major effort to provide customer service training for all new and current staff. Triton's administrators were the first group to receive the daylong training. During 1998, all employee groups were strongly encouraged to attend one of the many sessions offered on campus. By the end of spring 1998, nearly all classified, middle managers, police, and engineers had attended at least one session of customer service training.

PLANNING FOR PHYSICAL RESOURCES

Strategic Goal 12 calls for improving campus facilities. The *Resource Allocation Management Plan (RAMP)* is an annual state-mandated report for planned capital construction projects. This report has undergone significant revision by the state since 1994. Now the college is only required to submit proposals for large construction projects that it would like to have funded by the Capital Development Board. Because of the uncertainty of the funding and the multi-year delays when funding is promised, the RAMP plan is developed separately from the college's strategic plan.

Physical Plant

The physical plant has annual working plans that are flexible enough to accommodate emergency and high-priority projects. The schedule of physical plant maintenance activities includes preparations needed for annual events, such as graduation, strategic plan projects, capital construction projects, and special events. The director of the physical plant conducts weekly walk-through inspections of the campus to ensure that all buildings, grounds and parking lots are clean and well-maintained.

While most people feel that the campus is well-maintained, there are concerns about ongoing life safety problems and handicapped access. The college has developed an aggressive remodeling plan that includes updating facilities for disabled persons. Lack of restroom alternatives during renovation has been a problem, although work

has been scheduled during break periods whenever possible. Several areas experience an acute need for office space. Updating classrooms is a concern for several departments and is being addressed as financing permits. An assessment of space utilization and an updated model for allocation of physical plant resources is currently being conducted.

Library Renovation Plans

A major renovation the Triton College Library has been provided for in the current strategic plan. A committee of administrators, professional librarians, faculty members, students, a board member, and community representatives developed the library renovation plan based on survey data, use requests, and information obtained from patrons at open forums. The Board of Trustees, at its October 1998 meeting, approved an allocation of $1.1 million to complete the renovation project. The Triton College Student Association budgeted $500,000 for other library enhancements.

Work on the project is scheduled to begin in the spring of 1999 and to be completed in the August of the year. The renovation project will include the following changes:

- Four small study group rooms will be added.
- A quiet study room will be created to provide a place for students to escape the distraction of noise within the larger library.
- A room for giving classes on the use of library computer resources will be constructed.
- A handicapped-accessible elevator will be installed near the remodeled main entrance, which will be equipped with sliding glass doors.
- The circulation and reference desks will be relocated and redesigned.
- Furnishings will be upgraded throughout the library.
- Extensive new and updated resources will be added to the library collection.

Through careful planning for the use of institutional funds and grant monies, the library staff has addressed the educational objectives stated in Concern #6 of the 1994 NCA evaluators' report. The library has a process in place for the acquisition of materials to support the college curriculum, and a librarian serves on the College Curriculum Committee. There is also a Library Collection Development Committee whose membership represents each division of the college.

PLANNING FOR ASSESSMENT

Feedback from ongoing assessment projects is essential to ensure progress toward meeting the goals and objectives identified in the Triton mission and vision statements. Triton College academic units use a variety of assessment procedures to develop and revise their plans. The planning processes are based on assessment procedures designed to meet their individual programmatic needs.

Assessment Committee

The Assessment Committee at Triton College is composed of ten faculty and administrative members. During the year, the committee works with each academic department to identify which programs or courses to evaluate. Two members of the committee have written an *Assessment Handbook* to provide guidelines and concrete examples of assessment projects that have been completed. Each year all assessment reports are bound and distributed throughout the campus. In addition, the committee holds an annual focus group to seek faculty and administrative input regarding the assessment process at Triton. Revisions and modifications are made to the process based upon this feedback. Finally, the Assessment Committee presents an Assessment Fair each November: participants include guest speakers, Triton staff, and colleagues from neighboring community colleges.

Assessment in Student Services

The counseling department uses assessment tools to create plans responsive to student needs. Students are asked to evaluate the counseling services at all workshops and other counseling encounters. The department strives to promote retention through intervention and guidance. There is a concern that more full-time counselors should be hired, especially minorities and males, to adequately meet student needs.

Placement tests for reading, writing, and math are used to determine if a student needs to enroll in developmental classes. At the completion of each class, the student is reassessed to measure improvement. Providing developmental education is an essential component of meeting Triton's mission. More analysis is needed of outcomes for students who complete developmental classes.

Assessment in General Education

Faculty and staff members of the School of Arts and Sciences held a planning workshop in May of 1998 in which they developed a vision statement for the area. This statement was further refined over the summer, and the college's general education objectives were revised. The college intends to continue to build on its successful implementation of assessment procedures.

Assessment in Health Careers

The School of Health Careers/Public Services Programs has developed a quality council to analyze its needs and develop its plans. The council generated vision and mission statements for the area, supported by goals and objectives. These aims

emphasize goals and objectives for student learning, technology, resources, and infrastructure. Professional development for the staff and increased technology usage by both the staff and students were seen as important future needs. The division also intends to develop distance education options and to remain current with external program offerings. Additional equipment and instructional space are needed. The area hopes to increase the diversity of its staff in the process of hiring replacements for retiring full-time faculty members.

Strengths

1. The institutional planning process of the college incorporates strategic goals and technology plans into its comprehensive budget plan. Administrators are assigned responsibility for overseeing the completion of each strategic priority.
2. A technology plan generated by all academic units lays out future requirements and allows budget planning and equipment coordination.
3. Business planning systems of the college ensure adequate financial resources based upon long-range projections of revenues and expenses and monitored by sound fiscal controls.
4. A dynamic, cooperative faculty curriculum committee has developed new curricula and implemented changes to bring Triton's programs into compliance with the Illinois Articulation Initiative.
5. The Library Renovation Committee has developed plans for improving the library's physical facilities and technological resources.
6. A detailed plan has been developed to recruit new full-time faculty members to replace those who will retire in the next two years.

Concerns

1. Although faculty and staff are asked in writing to contribute to the strategic plan, few actually participate. Most plans are implemented independently by administrators and may not be embraced or even understood campus-wide.

2. When new technology is installed, additional support staff, training, and maintenance may also be required. Funding for maintenance and technical support is not always included in the planning processes.
3. Continuing reorganization and turnover of administrative personnel creates some confusion regarding areas of responsibility and priorities. New administrators need time to learn Triton's systems and processes.
4. There is strong disagreement between many faculty members and administrators about the number of full-time faculty needed to replace those who will retire in the near future. In some fields, the hiring process and initial salary levels have prevented hiring the best-qualified candidates.
5. It is difficult to hire adjunct faculty in high-demand career fields, especially while the overall pay scale remains below that of neighboring community colleges. The college occasionally does allow for increasing pay rates of adjunct faculty in high-demand fields.

Recommendations

1. When determining instructional equipment budgets, the deans should take into account current equipment usage levels, curricular needs, program costs, and collaborative use of equipment. The rationale for their decisions should be shared with departments.
2. All faculty should be required to have professional development plans that further the program goals of the curriculum. All faculty and departments should develop technology goals in order to maintain high professional teaching standards.
3. Faculty members should cooperate with the library staff in providing titles of books and materials needed to keep the library current in program fields.
4. A process needs to be designed to incorporate NCA self-study procedures into ongoing institutional planning processes. A formal process for including senate deliberations in institutional planning processes is also needed. An improved method of seeking input and feedback on strategic goals is needed to assure campus-wide participation.
5. The program review process should be explained to the faculty in more detail. Methods for evaluating program costs, benefits, and relation to the college mission need to be clarified.
6. A campus-wide staff development plan should be developed. Additional customer service training should be extended to faculty members, hourlies, and student employees.

7. Some faculty believe that a minimum of 50 percent of the class sections in each program area should be taught by full-time instructors and that the number of new faculty members to be hired should be determined by this standard. Only faculty who hold graduate degrees should be hired in departments that teach transfer courses.
8. A survey of median salaries for the proposed areas of faculty recruitment should be conducted as part of the plan for faculty replacement. The survey should also be used to develop a more flexible and market-based approach to adjunct pay.
9. An ongoing space allocation process should be developed to respond to changes in classroom, lab, and office utilization as department enrollments grow or contract. As new full-time faculty are hired, office space will be needed, and reallocation of office space may be required.

CONCLUSION

The planning systems of Triton College function in various coordinated and established ways. Basic decisions about college programs and services are implemented through the college budget. Special goals or initiatives are articulated in the strategic plan, which is updated annually. A critical process is planning for technology, which also follows a yearly schedule linked to the college budget.

Specific planning topics and projects were discussed in the chapter above. An extremely important one, of course, is the need to hire new full-time faculty members to replace the large numbers of retirees who will depart from the college over the next few years. Progress has been made on this sensitive issue. Another major planning effort has been the library renovation project. This is beginning to be implemented and will achieve some long-desired improvements for that facility.

With these institutional plans and planning systems in place, Triton College can continue to accomplish its purposes and strengthen its educational effectiveness.

CHAPTER FIVE
INTEGRITY

Criterion Five: "The institution demonstrates integrity in its practices and relationships."

An institution of higher education is obligated to operate both in compliance with the law and in an ethical manner. Legal behavior would necessitate compliance with such laws as the *Illinois Community College Act*, the *Americans with Disabilities Act*, the *Freedom of Information Act*, the *Higher Education Reauthorization Act*, the *Family Education Rights and Privacy Act*, non-discrimination and non-harassment statutes, and the *Clean Indoor Air Act*. Ethical behavior is shown by following high moral and professional standards of conduct in all institutional activities.

When institutional behavior is moral and legal there is the conspicuous presence throughout the institution of a certain style of operation. This style of operation is characterized by the qualities of openness, disclosure, accountability, oversight, responsiveness, predictability, consistency, inclusiveness of diversity, and promotion of community.

In this examination of integrity at Triton College, the qualities of the above-mentioned style of operation will be the criteria for evaluating college operations. This evaluation of policies, publications, and college performance relating to integrity will focus on three main questions:

1. What rights and protections does the college guarantee to its students, faculty, and staff? What legal and ethical behavior does the college require of its clients and employees? What moral and ethical standards of behavior does the college commit itself to in its institutional practices?
2. In which college publications are the ethical, moral, and legal provisions and guarantees to be found?
3. What factual evidence is available to show how the college measures up to its ethical, moral, and legal standards?

Evidence for this evaluation will include questionnaire responses and interviews, the *1996 ACT Student Survey Report*, Triton College publications, relevant state and national laws, professional codes of ethics, *Triton College Board Policy Manual*, the faculty, mid-management and classified contracts, the *1997 Triton Fact Book*, and other sources. A fair evaluation pointing out what is exemplary and what is in need of improvement is the intended end result of this study.

GOVERNANCE

Triton College is a legally authorized community college. On file is a *Certificate of Recognition* from the Illinois Community College Board of the State of Illinois legally recognizing the educational programs of the college. A letter of May 21, 1998 from the Illinois Community College Board verifies that "Triton College District #504 is an officially recognized Illinois Public Community College organized under the Illinois Public Community College Act." This letter also "fulfills United States Department of Education requirements for proof of financial responsibility for public institutions of higher education."

In executing it responsibilities, the Board of Trustees has enacted and implemented numerous policies that are designed to comply with state and federal laws that protect the rights and interests of individuals who are clients or employees of the institution. In compliance with the *Open Meetings Act*, Triton board meetings and the board retreat are open to public attendance. Meeting notices and board minutes are posted publicly. Citizen participation portions of the board meetings accommodate all who wish to speak. Requests under Illinois' *Freedom of Information Act* have been acted upon by the administration without any complaint arising to the Board of Trustees. The college reports campus crime statistics in its student handbook in compliance with the *Campus Security Act of 1990.*

Several other policies have been created by the Board of Trustees specifically for the protection of students and employees. These include policies on affirmative action and sexual harassment, policies relating to bans on use of drugs or alcohol on campus, a clean indoor air policy, and a policy on privacy rights. Also, in compliance with the *Americans with Disabilities Act*, the board has approved the construction of building access ramps, recesses at curbs, and facilities to accommodate disabled persons. The Center for Students with Disabilities provides a full range of services for documented students.

The commitment of Triton College to moral, ethical, and legal behavior is found in the *Board Policy Manual.* This manual contains a code of ethics for board members, including a prohibition on nepotism and a prohibition on conflict-of-interest actions. In addition, this manual provides rules and procedures governing academic and student extracurricular activities, student newspaper operations; hiring and disciplining of personnel; guidelines for bidding, purchasing and contracting. The *Board Policy Manual* is available in the library and in administrative offices, including the deans' offices.

The Board of Trustees has entered into contracts with employee groups at the college representing the faculty, classified workers, mid-managers, police, and engineers. The contracts all specify a range of rights and responsibilities governing the actions of employees, administrators, and the Board of Trustees. All employee groups have a grievance procedure, discussed in detail below, as part of the contractual terms of employment. The terms of employment for administrators,

who are under individual contracts, appear in the *Administrative Policy Manual.* Provisions of the faculty contract and the administrative manual require these employees to comply with the college affirmative action, harassment, and drug-free workplace policies.

Recent controversies at the college have raised questions concerning the compliance of college representatives with the legal and ethical requirements contained within college policy statements and contracts. In 1994, the NCA evaluating team stated a concern about the board performing duties normally seen as the responsibility of management. In the fall of 1997, the chairman of the Board of Trustees played a highly visible role in the negotiation of the faculty contract and preparations for a faculty strike. The chairman viewed his media presence and his appearance at an informational meeting for students on the eve of the strike as an extraordinary response to an extraordinary event.

In February of 1997, the Board of Trustees held an open special meeting with the math department chairperson for the purpose of examining the progress of students in math courses and the impact of that progress on retention. The math department was encouraged to bring forward ideas to improve the retention of students. The proposal to create the Math Power Headquarters tutorial lab was subsequently implemented. No additional meetings with academic department; have been held since the spring of 1997. However, the board plans to hear reports from the English department and the health careers division during the current academic year.

In 1994, the NCA evaluators recommended that the board continue its commitment to in-service training in boardmanship and to annual evaluations of its effectiveness. The board has participated in several training programs, as noted in the first chapter of this report.

Also, the board's policy #1166 requires that the board conduct an annual evaluation of its internal and ongoing performance. This evaluation has taken place at the annual board retreats. While the retreat meetings are open to the public, the board's self-evaluation is not listed as an agenda item and is not published in written form.

Two hiring issues have generated some controversy on campus during 1998. First, some faculty members feel that the procedures relating to the use of search committees fail to provide for appropriate faculty input into decisions for hiring administrators. This question was discussed above in the chapter on campus resources. A clarification of the respective roles of faculty and administrators in administrative hiring is needed.

A second question involved differences of opinion between faculty and administrators about the numbers of new full-time faculty who would be hired to replace the large group of faculty who will retire soon. A continuing joint examination of data concerning the need for new full-time faculty members in

specific programs would help to build a greater sense of trust and cooperation among faculty and administrators.

The Academic Senate at Triton is responsible for reviewing and making recommendations for college policies that impact academic integrity at the college. In February of 1998, the senate adopted a new policy on academic honesty. It is more comprehensive than the one it replaced in defining acts of academic dishonesty and plagiarism. Also, the new policy addresses the possible misuse of information gathered from electronic media.

Faculty members also have a duty to guard against grade inflation. The *1997 Triton College Fact Book* shows grade distributions for summer, fall, and spring terms between 1986 and 1996. During all summer terms, the combined total of A and B grades is always above 50 percent of all grades. During the fall and spring semesters, A and B grades amount to 45 percent of all grades. A trend over the ten-year time period is that the number of A grades has increased slightly, while the number of B grades has decreased slightly. There is no consensus at the college that grade inflation is a problem at this time.

RELATIONSHIPS WITH OTHER EDUCATIONAL INSTITUTIONS

Program Accreditations

Many programs in the technical, health, and occupational career areas are accredited by external agencies. In the course of the college self-study, a special questionnaire was sent to all agencies affiliated with Triton's health career programs. One-half of the accrediting agencies who received the questionnaire submitted a return. The results of the returned questionnaires showed 100 percent agreement that Triton College was honoring the contractual agreement for student affiliation with those agencies. Also, all of the agencies expressed their satisfaction with the functioning of current contractual agreements.

All of the Health Careers and Public Services programs are required to maintain relationships with other public and professional organizations in order to be approved by appropriate state or professional accrediting bodies. The programs must adhere to general ethical guidelines, as specified by each body, regarding student rights, faculty rights, non-discrimination practices, and admission standards be followed in order to maintain program approval. Triton College stands in an approved relationship with its accrediting agencies and the evidence is publicly available.

School/College Partnership

In the early 1980s, the Illinois State Board of Education mandated that the boundaries of community college districts would also serve to identify regional Education for Employment Systems. Within Triton's region, then, the college and six public high schools proceeded to form the School/College Partnership. In this

cooperative educational system, school administrators, business and industry leaders, and the region's system director work together to provide quality education and training programs to enhance students' preparation for employment. In addition, the partnership works to change the educational process in an effort to equip students with the marketable skills required for future shifting trends in high technology.

These cooperative endeavors have produced concrete results. The State of Illinois provides supplemental funding to upgrade equipment, curricula, staff and programs. Regional programs have become a focus and priority. Courses and programs of study have been sequenced between the high schools and Triton. Schools work together to share expenses and students desiring to participate in courses or programs not offered in their home district may take classes at another school within the region. The Triton region has been named the Des Plaines Valley Education for Employment Regional Delivery System, or DVR. The college enjoys growing and positive relationships with its secondary school partners.

Other Affiliations

The college maintains a number of other associations with external organizations for the purpose of providing cooperative programs and resources. For example, in the spring of 1995, Triton signed an intergovernmental agency agreement with the Cook County Sheriff's Office and Governors State University. The agreement enables sheriff's academy students to train and attend classes at Triton. Academy students can then continue their education through Governors State by taking baccalaureate completion courses on the Triton campus.

Future Focus is an example of an informal partnership between Triton College and other colleges and universities across the United States. The college sponsors a yearly college fair for the benefit of high school seniors desiring application information and personal contact with colleges of their choice. Triton students and other college students desiring college transfer also participate in Future Focus.

COLLEGE PUBLIC INFORMATION

The *Triton College Catalog* and the *Triton Schedule*

The *Triton College Catalog* is available to all students through the admissions office and during the actual registration period. The *Triton Schedule* is sent to all homes and businesses in the district prior to each semester. The class schedule contains brief information on topics such as the admissions refund policy, residency policy, placement testing, privacy act, and transfer guarantee, which are also described in the catalog. The Triton College Web site also provides information from the college catalog.

The *1996 ACT Student Survey Report* showed that Triton students' attitudes about college publications were comparable to those of students at other community colleges in the country. Seventy-six percent of Triton students were satisfied with the college catalog and admissions publications, while 73 percent of the nation's community college students were satisfied with these publications at their institutions. Of the Triton students surveyed, 63 percent were satisfied, and 10 percent were dissatisfied, with the accuracy of information they received about the college before enrolling. Of the students surveyed in the nation, 67 percent were satisfied, and 7 percent were dissatisfied, with pre-enrollment college information.

The transfer guarantee and the career education guarantee are particularly significant protections offered to Triton students. Notices stating both guarantees are found in the *Triton College Catalog*, and in *Book 411*, the student handbook. They are also mentioned in the class schedule listing and on the Triton Internet home page. A student applying for a guarantee meets with a counselor to identify courses that he or she intends to take for transfer and the receiving transfer institution. If the student successfully completes the courses but is unable to obtain transfer credit for them, the student may obtain a reimbursement for course tuition. The guarantee is signed and kept on file in the counseling office or in the dean of students' office. There are ten signed guarantees on file since January of 1993. No claims for reimbursement have been filed to date.

The Triton College Career Education Guarantee was first printed in the 1996-1997 *Triton College Catalog*. Since 1996, no students have filed a petition with their respective deans to exercise the protections of the guarantee. Also, there

have been no complaints from employers regarding deficiencies in the training and skills of their first-year employees who are graduates of Triton's career programs.

The absence of career education guarantee petitions in the deans' offices may be attributed to the reputation of Triton's career education programs. This reputation is based upon the success of recent Triton graduates in attaining employment, the presence and scrutiny of advisory committees connected with career programs, and the success of Triton graduates on state certification licensing exams. Nonetheless, a more proactive stance of Triton College in advertising the existence of the career education guarantee would serve to strengthen this reputation.

Triton College allows its students to petition for a refund of tuition under specified circumstances. Each semester approximately 400 to 500 petitions are received. Many refunds are granted; exact records are not presently kept. During the first week of the semester when classes may be added or dropped to a student's schedule, refund petitions are automatically granted. Petitions must be received within one year of the end of the semester in which the student was enrolled. A student who never actually attended a class session might be given a refund. A brochure is available in the admissions office to advise students how to submit the petition. A timetable for refunds is printed both in the class schedule and the *Triton College Catalog*.

Efforts are made at the college to maintain a current list of its course offerings in the college catalog. Every academic department is obligated to review its course offerings every three years. The faculty's Curriculum Coordinating Committee also reviews courses not offered during the last ten years with the presumption of removing them from the catalog.

Public Relations and Marketing Materials

College policies relating to legal and ethical requirements and guarantees are presented in standard publications, which are available to students and the public upon request. The major external publications are the *Triton College Catalog*, the student handbook, class schedules, and *The Fifth Avenue Journal*. These publications present the range of college activities and offerings along with their corresponding policies and practices. These and every other external publication of the college carry a listing of all board members' names.

A growing role in this area is being borne by the electronic media. Triton operates both a radio and a television station. Both are vehicles for announcing college activities and offerings. The Triton College Web site and Triton's Intranet are increasingly important sources of information. Triton students' satisfaction with college media, according to the *1996 ACT Student Survey Report*, was at the same level as that of all community college students surveyed, a relatively low 36 percent.

CONFLICT RESOLUTION

Affirmative Action and Harassment Policies

The affirmative action policy is included in all documents stating the policies of Triton College. The policy is announced in publications distributed to the general public such as the *Triton College Catalog*, the student handbook *Book 411*, and the Triton College Web page. The policy is also found in publications primarily used by employees of the college, including the faculty and classified negotiated agreements and the administrative and board policy manuals. The police and operating engineers' agreements contain a non-discrimination clause.

The statement "Triton College is an Equal Opportunity/Affirmative Action Institution" is printed in the class schedule, which is mailed throughout the district each semester. Also, it appears on all letters, memos, brochures, and marketing materials using college stationery or printing. The college publications office suggests that between 10 and 15 million pages are printed yearly that contain the affirmative action statement.

The affirmative action plan is kept in the affirmative action office. It is available through the use of a *Freedom of Information Act* request.

Triton College engages in extensive efforts to recruit minorities and protected classes into the faculty, administration, and staff. Vacancies are published in local newspapers and publications specifically designed to reach people of color and persons interested in post-secondary education. Numerous resources are used to recruit applicants of diverse background (minority vita band, minority publications, and minority institutions).

The table on the page 190 gives race and gender data for Triton's staff, students, and district population. The information about Triton employees comes from a research office report on faculty, staff, and salary data that was done on October 1, 1998. This information is sent to the Illinois Community College

Board each year. The group of faculty includes the teaching faculty, plus counselors, librarians, academic advisors, and transfer specialist. The group of "other full-time staff" includes the clerical classified staff, the maintenance staff, engineers, and police. Data about students was provided by the research office from a study of all students enrolled at the college in the fall of 1998. The percentages shown for the district population come from the 1990 United States Census and were reported in the *1997 Triton College Fact Book*, p. 115.

As shown in the table on the following page, minorities make up 37% of the student population at Triton, which is larger than the minority proportions of any of the college employee groups. In comparison with other employee groups, a far greater percentage of the faculty are white and male. The minority proportions of the non-teaching groups at Triton are comparable to the minority percentages within the Triton district population.

Triton College enforces its affirmative action policy through a variety of actions, including workshops to explain the affirmative action policy to employees. When claims of discrimination are alleged, the Triton College affirmative action officer conducts investigations and hearings. The college does not enter into contracts with private vendors who are not in compliance with affirmative action, sexual harassment, and drug free environment statutes.

The affirmative action office receives and actively pursues the resolution of all complaints. In 1996, 33 complaints were processed; in 1997, 17 complaints were handled; and in 1998 (through September) 7 complaints were processed. The policy on sexual harassment is found in the same documents referred to above in the affirmative action discussion. The employee workshops on affirmative action that are offered by the Human Resources Department also include explanations of the sexual harassment policy. Complaints and hearings directed to Triton's affirmative action officer may raise both affirmative action and harassment issues. Thus, both policies are enforced through the same proceedings.

Table 5.1
Race and Gender of Triton College Staff, Students, and District Population, Fall 1998

Race		Faculty	Administrators	Other FT Staff	Students	Triton District
Asian/Pacific Islander	N	4	0	4	667	
	%	2%	0%	1%	3%	2%
American Indian or Alaskan Native	N	0	1	0	55	
	%	0%	4%	0%	0%	0%
Black Non-Hispanic	N	10	4	45	3,349	
	%	6%	14%	15%	16%	16%
Hispanic	N	2	3	35	3,443	
	%	1%	11%	12%	17%	8%
White Non-Hispanic	N	154	20	211	12,802	
	%	91%	71%	72%	63%	73%
Total	N	170	28	295	20,388	
	%	100%	100%	100%	100%	100%
Minority Total	N	16	8	84	7,514	
	%	9%	29%	28%	37%	27%
Gender						
Male	N	96	10	115	9,070	na
	%	56%	36%	40%	44%	na
Female	N	74	18	180	11,318	na
	%	44%	64%	60%	56%	na

Employee Grievance Procedures

All employee groups--administrators, mid-managers, faculty, classified, police, and operating engineers--have grievance procedures as a part of their contractual terms of employment. All of the employee groups verify that the existing grievance provisions, when followed, work effectively. Officers of the faculty association and the classified association agree that the grievance provisions are faithfully followed.

The following table shows the numbers of complaints received from faculty members by the faculty association grievance chairperson in recent years.

Table 5.2
Numbers of Faculty Grievances, 1994-1998

Academic Year	Numbers of Faculty Grievances
1994 – 1995	31
1995 – 1996	24
1996 – 1997	15
1997 – 1998	40
Through September of 1998	12

Source: Triton College Faculty Association

Many of the faculty complaints were settled informally, and some were not acted upon further. A smaller number actually proceeded to the second stage of hearing, which involved meetings with college administrators and potentially arbitration. Administration records show that, in 1997-1998, there were 16 cases which went to the second stage of the grievance process or beyond. Thus far in the 1998-1999 academic year, there were 9 cases that went beyond the first stage of the process.

During the period between 1994 and 1998, a total of ten grievances were resolved through arbitration. The faculty member who filed the grievance was awarded the judgment in nine of the ten arbitration settlements. In comparison with other Chicago-area suburban community colleges affiliated with the American Federation of Teachers, Local 1600, Triton College has the highest number of grievances and the highest number which go to arbitration.

The Triton College Classified Association has processed a smaller number of grievances. Four were filed in 1997-1998. All involved disputes over assigned work and job descriptions. All four grievances were won by the classified employees. Two resulted in an upgraded job status and two resulted in the removal of the disputed work assignment.

The Triton College Mid-Managers Association has processed an even smaller number of grievances: typically, only one or two are filed each year.

A total of 23 lawsuits have been filed against Triton College since 1993. Nine were settled without judgment. The college won seven cases and lost six cases. One of the cases lost resulted in a $1 million settlement (paid by legal insurance) to a dismissed former Triton College president, Michael Bakalis. As of November 1998, five cases had not yet been resolved.

Table 5.3
College Legal Actions, 1993 to 1998

	1993	1994	1995	1996	1997	1998
Suits filed	7	6	3	2	6	3
Suits settled by negotiation	4	2	0	1	2	0
Suits won by the college	0	2	3	0	1	1
Suits lost by the college	3	2	0	0	1	0
Suits pending (November 1998)	0	0	0	1	2	2

Triton employs one law firm and works with lawyers from outside insurance companies. These firms report that the college incurred $1,927,320 in legal expenses from 1993 to 1998. The results of the five pending lawsuits may increase this amount. The current college budget lists an allocation of over $300,000 for legal fees.

Student Complaints

Students are subject to numerous rules, regulations, prohibitions, and possible disciplinary proceedings, which are explained in the college catalog and the student handbook. These policies pertain to academic honesty, academic placement, smoke-free and drug free environment, chronic communicable diseases, classroom behavior, and other aspects of campus life. Students are informed of their rights and the procedures for filing a complaint against discriminatory treatment or sexual harassment.

The *Triton College Catalog* explains the uses of the general petition and other official Triton College forms. Procedures for filing petitions are also explained. Using a general petition, a student could request a change of grade, revision of degree requirements, or repetition of a course in order to improve a grade. Students commonly, and even frequently, use the general petition and other petitions. Records of the disposition of student petitions are kept in the offices of the deans who reviewed or acted upon them; no central file of these petitions is maintained on campus.

New Student Complaint Policy Students who fail to comply with college policies are subject to disciplinary probation and disqualification. Hearings on disciplinary matters are conducted by the dean of Student Services. The student handbook explains procedures for appealing judgments of suspension or dismissal. In cases involving complaints about academic matters (instructors, classrooms, fellow students, course content, course syllabus), students may initiate grievances with the instructor, department chairperson, and academic dean. The decision of the academic dean is final. Such complaints are usually resolved by informal interaction between the student, instructor, department chairman, and dean. If a general petition is appropriate, the complaint can be treated as a formal interaction.

Each academic or Student Service office maintains its own records of student complaints. In order to comply with the new NCA regulation on student complaints, a new procedure has been developed. Written complaints that are received by the president, vice presidents, associate vice presidents, or the affirmative action officer are recorded on a standard form. The file of these records will be maintained by the dean of Student Services. The forms will contain the following information: filing date, source, case number (assigned by the dean of Student Services), nature of the complaint, steps taken for resolution, final college action, other comments. The system is designed to allow NCA evaluators to examine the records of student complaints while preserving student anonymity.

STUDENT POLICIES AND PRACTICES

Triton College strives to provide students with access to a full range of opportunities for educational and social activities that are appropriate to an institution of higher education. At the same time, the college has implemented a number of policies designed to protect the rights and interests of students. These two goals of assuring access and protecting students' rights and interests are evident in an examination of Triton's policies on admissions, financial aid, academic placement, academic progress, and student life activities.

Policies affecting students are presented in the *Triton College Catalog* and in *Book 411*, the student handbook. Entering students attending orientation sessions are given copies of these two books. Students who register in open enrollment are able to obtain copies of the books upon request. Also, the catalog and handbook are readily available to students during the school year in the admissions office and the student activities office.

Admissions Policies

Triton College admissions policies are stated fully in the catalog. Other sources of admissions information are the class schedule, the student handbook and the college Web page.

As a public community college, Triton operates as an open door admissions institution. The college accommodates a wide diversity of students who come with a wide range of higher education goals. High school graduates entering college-credit degree programs are required to submit their high school transcripts. Non-degree students can enroll without high school transcripts, although they are encouraged to submit them. Degree students can submit GED scores in lieu of high school transcripts. GED testing is offered to students who lack a high school diploma. High school students can simultaneously take Triton College courses with the permission of their principal. International students can gain admission after taking the Test of English as a Foreign Language (TOEFL) exam. A general studies curriculum and degree is offered to students who do not intend to transfer to a baccalaureate institution. Media and distance learning classes are offered for students with complex schedules.

Other programs reach nontraditional students. English as a Second Language courses often serve as a bridge into credit courses for recent immigrants. Triton's Adult Basic Education program was selected by the United States Department of Education as a visiting site for its study of "What Works in Adult Education." Another new program, "Homemakers in Transition," is designed to provide education and short-term training opportunities to single parents who receive public assistance. In its first year, 1998, the program served over 200 persons referred by the Illinois Department of Human Services. The Summer Bridge Pilot Program, an intensive five-week learning opportunity, resulted in an increase in placement test scores for 80 percent of the completing students.

Results of the *1996 ACT Student Survey Report*, indicate that, in comparison with all community college students surveyed nationally, Triton students were slightly less satisfied with the college orientation program, academic and course planning, admissions and entry procedures, and accuracy of information received before enrolling. However, they were slightly more satisfied with general registration procedures and the college catalog and admissions publications. The following table summarizes the data.

Table 5.4
Student Satisfaction with Admissions Procedures and Information

Satisfaction with:	Triton students % satisfied	All CC students % satisfied
College orientation program	66%	69%
Academic and course planning	65%	75%
Admissions and entry procedures	66%	69%
General registration procedures	71%	69%
Accuracy of information received before enrolling	63%	67%
College catalog and admissions publications	76%	73%

Source: *1996 ACT Student Survey Report.* Office of Research and Analysis. Issued: April 1997. Volume XXXII, Number 33.

Financial Aid

Financial aid information can be obtained through the college catalog, class schedule, and Web page; a full statement of policies is given in the *Financial Aid Resources Handbook*. Through mailing and orientation sessions, the Office of Financial Aid provides new students with information about available services and timelines for processing financial aid forms. Workshops are regularly scheduled to assist students and their parents in completing the financial aid eligibility forms. In the 1996 ACT student survey, though, Triton students showed lower satisfaction levels with the "availability of financial aid information before enrolling" than all community college students surveyed: 38 percent as compared with 54 percent.

Approximately 50 percent of full-time students receive financial aid. A larger number of students now receive aid than in 1994, but the total amount of financial aid dollars has remained the same. A report by the Illinois Board of Higher Education for fiscal year 1997 showed that 4,371 of Triton's 12,751 students in college credit programs received some form of financial aid.

Prior to the last NCA evaluation, the rate of student loan default had been as high as 25.5 percent. The Official Cohort Default Rate for the last four years available is shown in the following table.

Table 5.5
Student Loan Default Rate, Fiscal Years 1993-1996

	FY 1993	FY 1994	FY 1995	FY 1996
Student loan default rate	14.8%	11.7%	14.8%	17.9%

Source: Triton College Financial Aid Office.

The financial aid process has benefited from the addition of a computer tracking system. This system tracks new students from initial application through the award process. It locks the student's financial aid file if academic progress and credit hour restrictions necessitate. The system is linked with the Business Office database, thereby controlling the appropriate disbursement of financial aid. There are more completed applications from this computer system as opposed to the former student initiated system.

The Financial Aid Office is subject to several audits. An annual audit is performed each year by an independent company. The Illinois Student Assistance Commission audits Triton's Financial Aid Office every three years, and the United States Department of Education periodically conducts an audit. Reports of these studies are available from the Business Office and the Financial Aid Office.

Student Activities

The Triton College Student Association (TCSA) is the governing body for students. A $5.00 per credit-hour service activity fee provides the association with an $850,000 budget for student activities. This money has been used to fund a wide variety of activities from sports, to the Model Illinois Government and Model United Nations delegations, to *The Fifth Avenue Journal*, to additions to the library collection, and the establishment of a bank of Internet-ready computers in the library.

Participation in the budget hearings is open to the student body, but most of the participants are TCSA and Program Board members. Public hearings are held and a student member-at-large position exists on the TCSA Budget Committee. Hearing notices are posted on college bulletin boards. The finalized student activity budget is on file for public viewing in the TCSA office. These measures have only resulted in a modest participation from the student body.

Cultural and social programs under the auspices of the TCSA and Program Board make a major contribution toward promoting the value of inclusiveness at Triton College. Prominent yearly activities include Hispanofest, Black History Month, Women's History Month, and a fashion show sponsored by the Asian American Club. The TCSA founded and partially funds a Multicultural Center as a forum and outlet for students, staff, clubs, and organizations to experience different cultures.

Special student programs focus on alcohol awareness, sexual awareness, and health safety. Alcohol Awareness Week culminates each April with the "World's Largest Sober Party." The Illinois Community College Board has awarded this activity for the past five years and has mandated a statewide Soberfest event, modeled after the Triton College Sober Party, to be held at every Illinois Community College. Sexual Awareness and Health Safety week includes a comedian/lecturer and an Illinois Board of Public Health presentation on the risks of ignoring safe sex practices.

As compared with national norms, Triton students have registered a lower level of satisfaction with social and cultural programming.

Table 5.6
Student Satisfaction with Student Life Activities

Satisfaction with:	Triton students % satisfied	All CC students % satisfied
Cultural programs and activities	58%	70%
Social activities	54%	70%
Purposes for which student activity funds are used	31%	38%
Student voice in college policies	32%	40%
Student government	22%	30%

Source: *1996 ACT Student Survey Report.* Office of Research and Analysis. Issued: April 1997. Volume XXXII, Number 33.

Voting turnout is a problem in national, state, and local elections. The turnout for TCSA executive officer and student senator elections has also been low.

Table 5.7
Numbers of Voters in Student Elections

	1994	1995	1996	1997	1998
Spring Terms, for TCSA executive officers	223	406	na	47	501
Fall terms, for student senators	245	262	249	103	200

The low turnout of 47 voters in the spring of 1997 occurred in an election where a single slate of candidates ran unopposed. The increased turnout in the 1998 spring elections occurred when there was competition for all offices and the student newspaper covered the candidates and the campaign. Since approximately 20,000 students are enrolled at Triton, a turnout of 500 voters indicates that only two-and-on-half percent of students participated in the election.

The student newspaper, *The Fifth Avenue Journal*, is an important information vehicle at the college. This student run newspaper is published biweekly during the school year and is principally supported by student service fees and advertising revenues. Advertising generates approximately $10,000 yearly and the TCSA funding is approximately $30,000 yearly. The newspaper is under the supervision of a faculty advisor. Its operations and ethical standards are clearly outlined in the *Board Policy Manual.*

The number of papers printed has been reduced from 5,000 to 3,500. This reduction was based on a realistic appraisal of the actual readership. Copies of *The Fifth Avenue Journal* are available in five district libraries and from numerous stands in every building on campus.

Triton College sponsors nine sports teams. No athletic scholarships are available, and student athletes pay their housing costs out-of-pocket. Athletes may qualify for in-district tuition after 30 days of residency within the district.

Policies on recruiting and eligibility of student athletes conform to the regulations of the *National Junior College Athletic Association (NJCAA) Handbook*, the *Region IV Code of Conduct and Ethics*, The *North Central Community College Conference (N4C) Handbook*, and the *Triton College Coaches Handbook.*

There is no advisor, counselor, or transfer specialist assigned specifically to athletes. Athletes do not receive any special treatment when taking assessment tests, enrolling in developmental courses, or using the transfer center, academic advising, or counseling services.

All coaches recruit athletes for their teams. Coaches regularly act as advisors and counselors for student athletes and provide them with assistance in transferring to

other colleges or universities. Coaching salaries are determined in the faculty negotiated agreement but have remained unchanged for the past twelve years.

FINANCIAL ACTIVITIES

Financial Audit

The annual financial audits of Triton College were performed by the independent public accounting firm of Arthur Andersen LLP for the fiscal years of 1994 through 1997. The most recent audit of the college was performed by KPMG Peat Marwick LLP. In an August 29, 1997 letter from Arthur Andersen LLP, Triton College was declared to be in conformity in its accounting practices with those of the American Institute of Certified Public Accountants and also the Illinois Certified Public Accountants Association. This opinion was then sent to the Illinois Community College Board and the United States Department of Education.

The above-mentioned letter may be obtained from the college president's office. The full document may be obtained upon request or through a *Freedom of Information Act* request.

Triton College Budget

The preparation of the college budget is accomplished in conformity with Board of Trustees policies 3100 and 3130. This budget is available in the Triton College Library for public inspection. Other financial documents of the college are also available either through request or use of the *Freedom of Information Act.*

Illinois law requires the publication of an annual financial statement in one newspaper generally circulated in the Triton College district (Board of Trustees policy #3432). The Business Office places an advertisement yearly in the *Pioneer Press*, a weekly suburban newspaper, which has circulation throughout the district.

Triton College publishes a glossy-page, corporation-style *Annual Report.* This report describes future plans, current achievements, and the past history of the college. Also, it identifies important characteristics of District 504 and presents

a financial profile college. Copies are distributed to district high schools, grade schools, and libraries.

Through the audit, the budget, and the annual report, the college provides information to the public which accurately describes the financial condition of the college.

Purchasing and Contracting

Purchasing through the Business Office at Triton is governed by a document entitled "Procedures and Regulations for Expending Financial Resources." Numerous board Policies regulate purchasing activities.

Contracting is also governed by a Board of Trustees policy. The college policy on contracting requires the solicitation of bids for all contracts over $10,000 in value. All vendors and businesses in contract relationships with Triton College must follow affirmative action, harassment, drug-free work environment, and *Illinois Clean Air Act* statues.

Triton College Bookstore

The bookstore has a mission statement that is posted in several places. The manager also has a set of work rules which recognize the need for good customer service. The bookstore manager meets monthly with the associate vice president of finance and business services to review operations and goals. Conflicts involving bookstore employees are usually resolved through meetings with the manager but may be referred to the Office of Human Resources or the union steward.

Student satisfaction with the bookstore ranks slightly higher than the national group of community college students surveyed: 70 percent versus 62 percent. Dissatisfaction with the bookstore is also slightly less: Triton students, 10 percent; all community college students, 13 percent.

Cafeteria

Triton's Food Service Department also has a mission statement. The manager of the cafeteria posts work rules and regulations for the employees. These rules stress standards of cleanliness, the rights and prohibitions of the employees regarding the food, and proper and improper uses of work time. The manager trains the employees to treat the customers as guests. Employee disputes are resolved by the manager or by the Human Resources Department, if necessary. Theft of food has been a continuing problem.

The Food Service Department recognizes the ethnic and religious dietary needs of its customers. For example, during Black History Month (February), "soulfood" selections are regularly available.

Triton students were slightly less satisfied with food services than all community college students surveyed by ACT: 51 percent versus 59 percent. And 13 percent of

Triton students were dissatisfied with food services, while 15 percent of the national group of students surveyed were dissatisfied with food services at their colleges.

Cernan Earth and Space Center Planetarium and Museum

The Cernan facility is a prime marketing and public relations tool for Triton College. Since its opening in 1974, 1.3 million people have attended skydome programs. Many of these patrons encounter Triton College for the first time through the Cernan Center.

The Cernan Center director meets at least once a month with the associate vice president of finance to review operations and concerns. Each day's earned revenue is deposited with the Business Office. Daily, weekly and monthly reports are prepared by the Cernan Center staff and the Business Office, thereby allowing all parties to verify that correct procedures are being followed and accurate figures are maintained.

Currently 83 percent of the center's expenses are covered by tickets and gift shop sales. The operating deficit is in the range of $15,000 to $25,000 annually, (which amounts to 10-to-15 percent of its budget). The center has made progress toward its goal of becoming financially self-sufficient.

The volume of patrons and the increase in revenue are indicators of customer satisfaction. In addition, the center has received 350 return-mail survey cards from a total of 500 visiting groups. A yearly total of 15,000 survey cards are collected at the information desk from patrons of public programs.

Triton College Foundation

The Triton College Foundation was established on February 19, 1980, as a not-for-profit 501C3 corporation. The foundation functions as a separate entity from the college. Triton supports the administrative costs of the foundation, which is a common practice among community colleges in Illinois.

All Triton College Foundation funds support the educational mission of the college. The foundation accepts gifts of money, securities, real estate, insurance policies, equipment, personal property, books, and other items of value. The foundation also reserves the right to refuse to accept a donation. Scholarship awards from foundation funds have steadily increased from $10,250 in 1994 to $200,000 in 1998.

The Triton College Foundation is governed by a volunteer board of directors. The foundation director manages the daily operations and also administers the Triton College Alumni Association. The foundation director reports to the associate vice president of development at Triton and to the foundation board.

The foundation is governed in accordance with a set of bylaws. The board is currently in the process of developing an investment policy. An independent

auditing firm performs a yearly audit of the foundation, which is paid for from foundation funds. In 1998, the audit was performed by KPMG Peat Marwick LLP.

The Triton Web page provides an extensive description of the activities of the Triton Foundation. Foundation audit records are available for inspection upon request in the foundation office.

Grants

Grant activities are governed by board policy. Guidelines for grant activities are on file in the Development Office and are available upon request. Grant monies received by Triton are subject to review by the independent auditors in accordance with standards established by the federal government under the Office of Management and Budget's regulation A-133. The auditor sends a management letter to the Business Office yearly and provides the Business Office with an opportunity to respond to any questions that may arise from the independent auditor's findings. Grants contribute three percent of the operating budget of Triton College.

Capital Development

Triton College applies to the Capital Development Board of the State of Illinois for capital development money to fund construction projects. The college prepares a *Resource Allocation Management Program* report annually to request funding from the Capital Development Board.

Strengths

1. Triton College complies with the provisions of the educationally relevant statues of the United States and the State of Illinois.
2. The college grants its students extensive rights, including the transfer guarantee, the career education guarantee, and the right to petition for tuition refunds.
3. Triton allows students due process in enforcing policies governing academic honesty, standards of academic progress, and classroom behavior.
4. The Triton College Faculty Association, through its negotiated agreement with the Board of Trustees, provides faculty members with terms of employment, protection of academic freedom, and a grievance procedure for resolving contractual disputes. The contract also requires that faculty members comply with the college's affirmative action and sexual harassment policies.
5. Other employee groups at the college, through their negotiated agreements, also have stated guarantees of terms of employment, the right of union representation, grievance procedures, and protection against discrimination.
6. The *Administrative Policy Manual* provides administrators with protection from discrimination and also provides a grievance procedure for resolving disputes.
7. All employee groups agree that their grievance procedure is followed and works well.
8. Relevant information about college finances, academic offerings, academic life is available in the *Triton College Catalog*, the semester class schedules, the student handbook, and on the Triton Web page. Information about college matters is also published in community newspapers and is available on request at the Triton Library or through a *Freedom of Information* request to college offices.
9. The Board of Trustees observes the requirements of the *Open Meetings Act* and allows for extensive citizen participation at all regular meetings. The *Board Policy Manual* contains a code of ethics and policies prohibiting nepotism or conflict of interest. The board has participated in several workshops on the functions and duties of board members led by officials from the Illinois Community College Trustees Association.
10. The college takes its open door admissions policy very seriously as evidenced by its numerous programs to assist non-traditional students to enter and succeed in Triton's educational programs.
11. No claims for reimbursement have been made under the provisions of the transfer or career education guarantees.
12. All health career programs have been granted satisfactory approval ratings from their accrediting agencies.

Concerns

1. A strike was narrowly avoided during the faculty contract negotiations in the fall of 1997. This conflict created an atmosphere of suspicion and mistrust which

inhibits cooperative decision-making concerning college policies.

2. While policies relating to student rights, protections, and complaint procedures are publicly stated in the student handbook and elsewhere, many students and members of the college staff are not sufficiently aware of their existence.
3. Student participation in elections for student government officers and senators is low.

Recommendations

1. The Board of Trustees should conduct an annual evaluation of its performance, schedule this evaluation as an agenda item, and keep a written record of it.
2. The distribution of grades at the college should be reviewed to ensure that grade inflation does not occur.
3. Greater efforts should be made at orientation sessions and in marketing materials to inform incoming students of the transfer guarantee and the career education guarantee.
4. The class schedules, which are mailed throughout the Triton district, should contain notices of college policies relating to affirmative action, sexual harassment, tuition refund, and privacy protections. Also, the schedules should present information about campus crime statistics and safety measures.
5. A centralized system for collecting data and records concerning the resolution of student complaints and employee grievances should be developed. The data and records are needed to demonstrate that the college fulfills its promises and obligations to students, employees, and the community.
6. More effective means should be developed for informing and involving the student body in student government elections and in the management of student activity funds.

7. The *Triton College Annual Report* should be published on the college's Web site.

CONCLUSION

This study of college integrity has examined a wide range of institutional policies and practices. A number of policies, such as affirmative action and non-harassment protections, are based upon state or federal laws. In these matters, institutional policies have been set by the Board of Trustees and are written into negotiated agreements, faculty and student handbooks, and the college catalog.

Triton maintains appropriate relationships with other educational institutions and external organizations, as is evidenced by its record of program accreditations. Also, the School/College Partnership is an extensive series of program agreements between Triton and local highs schools, which the college promotes and upholds.

College policies relating to students are fully disclosed in the *Triton College Catalog* and in the student handbook. While additional measures should be taken to inform students and the staff about these policies, they are presented as required in official college publications.

Triton's financial practices and procedures are examined annually by independent auditors and found to be in good order. The auxiliary enterprises are managed appropriately, and the financial relationship between the college and the Triton College Foundation is also appropriate.

Occasional conflicts concerning governance issues arise between the faculty, administration, and board. Also, there appears to be a large number of faculty grievances. Contractual procedures for resolving grievances are observed, however.

As an institution, Triton College lives up to its commitments and demonstrates integrity in its practices and relationships.

CHAPTER SIX
GENERAL INSTITUTIONAL REQUIREMENTS

Triton College satisfies each of the Commission on Institutions of Higher Education's General Institutional Requirements. The accounts below provide the required information concerning the college mission, authorization, governance, educational programs, finances, and public information.

MISSION

GIR # 1 Triton College has a mission statement, formally adopted by the governing board and made public, declaring that it is an institution of higher education.

The Triton College mission statement was formally adopted by the Board of Trustees during its meeting in August of 1994. In the mission statement, the college declares that it will provide transfer programs to four year institutions, career and technical programs, and programs to promote lifelong learning.

References:

Triton College Catalog, 1998-1999, "Mission Statement," p. i.

Minutes of the Board of Trustees for August of 1994.

GIR # 2 Triton College is a degree-granting institution.

Triton College grants degrees in associate in arts, associate in science, associate in applied science, associate in general studies, associate in fine arts, and certificates in career and advanced career areas.

References:

The Triton College Catalog, 1998-1999, "Degrees and Certificates," pp. 34-36.

AUTHORIZATION

GIR # 3 Triton College has legal authorization to grant its degrees, and Triton College meets all legal requirements to operate as an institution of higher education wherever it conducts its activities.

GIR # 4 Triton College has legal documents to confirm its status a public institution of higher education.

Triton College has a *Certificate of Recognition* from the Illinois Community College Board which states that the Community College District No. 504 is an officially recognized community college district and that the educational program of the district meets the criteria and standards prescribed by the board.

References:

The Illinois Community College Board *Certificate of Recognition* for Triton College and letter of May 21, 1998.

GOVERNANCE

GIR #5 Triton College has a governing board that possess and exercises necessary legal power to establish and review basic policies that govern the institution.

Triton College operates under the authorization of the *Illinois Community College Act of 1965*. The institution is part of a state-wide community college system, with coordination and support provided by the Illinois Community College Board.

References:

Triton College Board Policy Manual, Policy 1160, "Board of Trustees Authority."

GIR #6 The governing board of Triton College includes public members and is sufficiently autonomous from the administration and ownership to assure the integrity of the institution.

The college is locally governed by a seven-member Board of Trustees elected from the community-at-large for staggered six year terms, with elections held every two years. The Board of Trustees also has a non-voting student member, who is elected from the student body and serves a one-year term. In accordance with state laws and policies, the board holds one regular meeting on the third Tuesday of each month. All members serve without compensation. The board is sufficiently independent of the administration. An ethics policy adopted by the Board of Trustees contains prohibitions of nepotism and actions in conflict of interest.

References:

Triton College Board Policy Manual, Policy 1161, "Number of Trustees and Terms of Office"; Policy 1164, "Nepotism"; Policy 1170, "Conflict of Interest."

GIR #7 Triton College has an executive officer designated by the governing board to provide administrative leadership for the institution.

The *Board Policy Manual* includes the following description of the basic function of the college president:

> *The President is the chief executive officer of the College, responsible to the Board of Trustees for the total organization, administration, and development of the College. As CEO the President is the official channel to the Board for all policy, program and budget recommendations. It is the President's responsibility to monitor the diverse needs of the district, provide creative educational leadership to meet the goals of the college as determined by the Board of Trustees, and to foster a constructive sensitivity to cultural differences within the district and the campus. The President or the president's official designee represents the College in all relationships with governmental and external regulatory agencies.*

Triton's current president, Dr. George Jorndt, has held this position since his appointment in 1993.

References:

Triton College Board Policy Manual, Policy 2100,"Job Description—President."

GIR #8 The Triton College Board of Trustees authorizes the institution's affiliation with the North Central Association's Commission on Institutions of Higher Education.

The college has maintained its membership with NCA's Commission since it was first accredited in 1972. Institutional reports are filed and membership fees are paid annually to the organization.

References:

Annual Reports of Triton College to the North Central Association of Colleges and Schools, Commission on Institutions of Higher Education.

Triton College Catalog, 1998-1999, "Accreditation," pp. 4-5.

FACULTY

GIR #9 Triton employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution.

Full-time and adjunct faculty as a group exceed the established NCA academic credentialing guidelines, as shown in Table 6.1 on the next page. All faculty members who teach transfer courses at Triton hold master's degrees or have earned doctorates. Faculty members who teach in career education degree and certificate programs hold at least a bachelor's degree or have field experience that qualifies them for their positions. The Human Resources Department screens all faculty credentials, and the names of full-time faculty members (and administrators) are published in the college catalog along with a listing of the degrees they hold.

Table 6.1
Highest Degrees Earned by Full-Time and Adjunct Faculty Members as of October 1, 1998

Degree		Full-Time Faculty	Adjunct Faculty	All Faculty
Associate's	*N*	4	24	28
	%	2%	5%	5%
Bachelor's	*N*	17	87	104
	%	10%	19%	17%
Master's	*N*	116	242	358
	%	68%	54%	58%
Prof. or Doctorate	*N*	26	34	60
	%	15%	8%	10%
Other/Unknown	*N*	6	32	38
	%	4%	7%	6%
None	*N*	1	28	29
	%	1%	6%	5%
Totals	*N*	170	447	617
	%	100%	100%	100%

References:

"C1 Data sent to the Illinois Community College Board," October 1998," Office of Research, Planning and Assessment.

Triton College Catalog, 1998-1999, "Administration / Faculty," pp. 208-211. Human Resource Department records and "Review of Academic Credentials," 1998.

GIR #10 A sufficient number of the faculty are full-time employees of the institution.

As shown in the table above, there are currently 170 full-time and 447 adjunct faculty members employed at Triton College. The number of full-time instructors has declined by approximately 20 percent over the last five years, due to retirements and resignations. However, more than one-half of these retirees were teaching class sections as professors emeritus last year. Overall, during the 1997-1998 academic year, 48 percent of the credit class sections were taught by full-time faculty members.

References:

"C1 Data sent to the Illinois Community College Board," October 1998," Office of Research, Planning and Assessment.

"Full-Time Faculty Utilization Data, Fiscal year 1998," Office of Research, Planning and Assessment.

GIR #11 Triton's faculty has a significant role in developing and evaluating all of the Institution's educational programs.

The faculty and administrators at Triton have joint responsibilities for the development and evaluation of educational programs. An established process exists for the introduction, modification, or withdrawal of programs. Any proposed program changes must first be introduced to and recommended by the College Curriculum Committee, which is a subcommittee of the Academic Senate. Program changes must then be recommended by the senate and approved by the Board of Trustees.

The existence of the senate and its standing committee structure is stipulated in the faculty negotiated agreement with the board. Also, procedures that require faculty participation in decisions concerning the withdrawal of curricula are specified in the faculty contract.

References:

Negotiated Agreement Between Triton College Board of Trustees and Triton College Faculty Association, 1997-2000.

Purpose and Membership of the Academic Senate, Triton College, "College Curriculum Committee," p. 9.

Minute of the meetings of College Curriculum Committee, the Academic Senate, and of the Board of Trustees.

EDUCATIONAL PROGRAMS

GIR # 12 Triton College confers degrees.

During fiscal year 1998 graduation exercises, the following numbers of degrees and certificates were conferred on graduating students:

- 140 degrees in associate in arts
- 110 degrees in associate in science
- 460 degrees in associate in applied science
- 17 degrees in associate in general studies
- 75 certificates in advanced career programs
- 286 certificates in career studies

References:

The Triton College 1997 Fact Book, "Graduates by Degrees and Certificates, FY 1976-1996," p. 80.

Information on the numbers of recent graduates is available from the Records Office and from the Office of Research, Planning and Assessment.

GIR # 13 Triton has degree programs in operation with students enrolled in them.

Data on student enrollment in degree programs is published each term (summer, fall, spring) by Triton's Office of Research, Planning and Assessment. In the fall of 1998, there were 3,334 degree-seeking students enrolled in baccalaureate/transfer programs, 1,364 degree-seeking students enrolled in general studies programs, and 4,379 degree-seeking students enrolled in career education programs at the college.

References:

Data provided by the Office of Research and Analysis, November 23, 1998.

GIR # 14 Triton College's degree programs are compatible with the college's mission and are based on recognized fields of study at the higher education level.

The mission statement of Triton College states that the college will provide programs for the first two years of study which will transfer to four-year institutions and provide career and technical programs which will prepare students with competencies consistent with employment opportunities. The credit courses and degree programs are comparable to those offered at other Illinois community colleges and four-year institutions of higher education. The college meets the requirements of the Illinois Articulation Initiative. Graduates who have completed an associate in arts or an associate in science degree are accepted as having junior status at public universities and many private colleges throughout the state.

References:

Triton College Catalog, 1998-1999, "Degrees and Certificates," pp. 34-35.

GIR #15 Triton's degrees are appropriately named, following practices common to institutions of higher education in terms of both length and content of programs.

The *Triton College Catalog* describes the college's degree programs and lists the requirements for each degree in detail. Again, these requirements were revised within the last year to meet the standards of the Illinois Articulation Initiative for transferability of credits within all Illinois public colleges and universities.

Table 6.2
Requirements for Associate Degrees at Triton College

	Associate in Arts	Associate in Science	Associate in General Studies	Associate in Applied Science	Associate in Fine Arts—Art	Associate in Fine Arts--Music
Minimum general ed. semester hours	37-41	40-41	24	15	29	32
Program requirements and electives	23-27	23-24	40	49-59	33	35
Minimum semester hours for graduation	64	64	64	65-75	62	64

References.

Triton College Catalog, 1998-1999, "Degrees and Certificates," pp. 35.

GIR #16 Triton College has undergraduate degree program which include a coherent general education requirement consistent with the institution's mission and designed to ensure breadth of knowledge and to promote intellectual inquiry.

The description of each degree program in the college catalog contains a statement of general education requirements. These requirements were modified in the spring of 1998 to conform to the models provided by the Illinois Community College Board. The chart above shows the number of general education semester hours required in the degree programs. In June of 1998, faculty and staff of the School of Arts and Sciences reviewed the objectives of the general education component of degrees and discussed revisions of these statements.

References.

Triton College Catalog, 1998-1999, "Degrees and Certificates," pp. 35.

The draft statement of general education goals, develop by arts and sciences faculty and staff in June of 1998, is presented above in the section on assessment of general education, pages 136-137.

GIR #17 Triton has admission policies and practices that are consistent with the institution's mission and appropriate to list educational programs.

Triton has an open door admission policy for high school graduates and other persons who are qualified to enter its programs. After admission, the college

provides counseling and advising services to help each student determine an appropriate field of study.

Entry into certain programs is restricted due to limitations of space or other considerations. If space is not available for all students who apply, the college accepts those who are best qualified, using rank in class, ability, and achievement tests as guides. Preference is given to in-district students. The Financial Aid Office assists students in obtaining grants, loans, or work-study employment in order to meet the expenses of continuing their education.

References:

Triton College Catalog, 1998-1999, "Admission and Registration," pp. 11-16; and "Financial Aid," pp. 17-19.

GIR #18 Triton provides its students access to those learning resources and support services requisite for its degree programs.

The Learning Resource Center offers information and resources to support teaching and learning at the college. The departments of the Learning Resource Center are the Library, Media Distribution, and the Independent Learning Lab. Library services include reference and research, computer database searches, inter-library loans, library orientation, instruction in the use of resources, reserve materials, and Internet access.

The Learning Assistance Center (LAC) offers free tutoring to all student enrolled in academic or career educational programs at the college. The LAC also offers computer-assisted instruction and sponsors college skills workshops each semester. The Center for Students with Disabilities provides additional academic assistance for students with special needs.

References:

Triton College Catalog, 1998-1999. "Learning Resource Center," p. 23; "Learning Assistance Center," p. 21; "Assistance for Students with Disabilities," p. 21.

FINANCES

GIR #19 Triton has an external financial audit by a certified public accountant or a public audit agency at least every two years.

Triton remains in compliance with state regulations in having a public audit completed on its financial statements on an annual basis. The college audit for fiscal year 1998 was performed by the independent accounting firm of KPMG Peat Marwick LLP.

References:

KPMG Peat Marwick LLP. *Triton College Community District No. 504 Annual Financial Statements.* Year ended June 30, 1998 (With Independent Auditors' Report Thereon).

GIR #20 Triton's financial documents demonstrate the appropriate allocation and use of resources to support its educational programs.

The annual budget is developed through an extensive institutional process and contains detailed information about revenues and expenditures for the college as a whole and for each cost center within the institution. The allocation of resources for educational programs is appropriate for the college.

The overall financial condition of Triton College is one of stability. The college has no bonded debt obligation and has a healthy fund equity to support strategic planning initiatives and other campus improvements.

References:

KPMG Peat Marwick LLP. *Triton College Community District No. 504 Annual Financial Statements.* Year ended June 30, 1998 (With Independent Auditors' Report Thereon).

Triton College Finance Office. *Triton College Community District No. 504, River Grove, Illinois, Annual Budget, FY 1999.*

Strategic Plan 2000, Fiscal Year 1999. Office of Academic Affairs and Student Services. September 1998.

GIR #21 Triton's financial practices, records, and reports demonstrate fiscal viability.

The financial position of the college is strong. Over the past five years, college reserves have been increased fourfold, and the college now has a fund balance in excess of $11 million. Budgeted revenues for fiscal year 1999 were $41.3 million, a two percent increase over the previous fiscal year. Budgeted expenditures for fiscal year 1999 were $45.0 million. Reserve funds will be used to support strategic planning projects, the library renovation, and other physical plant renovations. The long-range financial plan developed by the Finance Office indicates that revenues are anticipated to exceed expenditures for the next five years.

References:

KPMG Peat Marwick LLP. *Triton College Community District No. 504 Annual Financial Statements.* Year ended June 30, 1998 (With Independent Auditors' Report Thereon).

Triton College Finance Office. *Triton College Community District No. 504, River Grove, Illinois, Annual Budget, FY 1999.*

"Triton College Long Range Financial Plans," Fiscal Years 1998- 2003. Finance Office.

PUBLIC INFORMATION

GIR #22 The *Triton College Catalog* and other official documents include its mission statement along with accurate descriptions of:

- its educational programs and degree requirements;
- its learning resources;
- its admissions policies and practices;
- its academic and non-academic policies and procedures directly affecting students;
- its charges and refund policies; and
- the academic credentials of its faculty and administrators.

The college mission statement is presented on the opening page of the catalog. The *Triton College Annual Report* also contains the mission statement. The catalog and student handbook provide complete statements of Triton's learning resources and academic and extracurricular programs. The Triton College Web site provides extensive information about academic and extracurricular

life at the college. The credentials of all full-time faculty and administrators are stated in the *Triton College Catalog.*

References:

Triton College Catalog, 1998-1999

Triton College Annual Report

Book 411, the student handbook

Triton College Web site.

GIR #23 Triton College accurately discloses its standing with accrediting bodies with which it is affiliated.

Triton College Catalog, 1998-1999, on pages 4 and 5, names the North Central Association-Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools as its accrediting agency and includes the NCA address, telephone number, and e-mail address. External agencies approving Triton College are also listed. Professional associations which the college maintains membership in are also listed. The *Triton College Annual Report* of 1996 also cites NCA accreditation.

The letters of accreditation for health and technical career programs are available for review at the college. Triton maintains appropriate relationships with professional accrediting bodies and the State of Illinois Department of Professional Regulation.

References:

Triton College Catalog, 1998-1999.

Triton College Annual Report (1996).

Letters of accreditation for specific programs, available in the offices of the dean of Health Careers and Public Service and the dean of Business and Technology.

GIR #24 Triton College makes available upon request information that accurately describes its financial condition.

The annual audit of Triton College, the Financial Aid Office, the Grants Office, and the Triton College Foundation are available upon request at the college library or through a Freedom of Information Act request.

The Triton College budget is also available in the library. In addition, a college financial statement is published yearly in a district-wide circulation newspaper. A "Financial File" pie chart of college revenues and expenditures is printed in the *Triton College Annual Report.*

References:

KPMG Peat Marwick LLP. *Triton College Community District No. 504 Annual Financial Statements.* Year ended June 30, 1998 (With Independent Auditors' Report Thereon).

Triton College Finance Office. *Triton College Community District No. 504, River Grove, Illinois, Annual Budget, FY 1999.*

Triton College Annual Report (1996).

CHAPTER SEVEN
FEDERAL COMPLIANCE AND THIRD PARTY COMMENTS

CREDITS, PROGRAM LENGTH, AND TUITION

At Triton College, the units used for course credits are semester credit hours. The college complies with the Illinois Community College Board's definition of credit hours as it is outlined in Section 1501.309 of the Administrative Rules of the Illinois Community College Board. Courses are assigned one credit hour per semester for:

- 15 lecture/discussion classroom contact hours;
- 30 laboratory/clinical laboratory classroom contact hours; or
- 30-to-60 clinical practicum contact hours.

The college does not charge differentiated tuition for individual programs. All courses are charged at board-approved rates for in-district and out-of-district students. The college does have varying charges for lab fees and material fees as the courses warrant.

INSTITUTIONAL COMPLIANCE WITH THE HIGHER EDUCATION REAUTHORIZATION ACT

In November of 1998, the United States Department of Education notified the college of the fiscal year 1996 cohort default rate on loans made to students to attend Triton under the Federal Family Education Loan (FFEL) Program or the William D. Ford Federal Direct Loan (Direct Loan) Program. In the 1996 cohort, there were 95 borrowers and 530 borrowers in repayment. The cohort default rate was 17.9 percent.

The loan default rate for the fiscal year 1996 cohort is slightly higher than the default rates in previous years. However, the Department of Education has not required the college to submit a default reduction plan.

The Financial Aid Office has recently revised its estimate of student expenses downward to a more realistic standard. This decision is expected to result in a reduction in the number of loans given each year and a probably reduction in the cohort default rate.

INSTITUTION'S ADVERTISING AND RECRUITMENT MATERIALS

Triton College refers to its affiliation with NCA's Commission of Institutions of Higher Education in the *Triton College Catalog*, in the *Faculty Handbook*, and on the college Web site. The statements in all of these publications include the Commission's address and telephone number.

PROFESSIONAL ACCREDITATION

The table on the following page lists the external accrediting agencies for thirteen career education programs at Triton. No agency covers one-third or more of the college's offerings or students. Also, Triton College is not accredited by any other institutional accrediting body.

THIRD PARTY COMMENT PROCESS

During the course of Triton's self-study, plans were made to invite members of the public to contribute "third party comments," following the procedures detailed in NCA's *Handbook of Accreditation*. A list of college constituents was developed in September and October of 1998. A notice announcing opportunities for the public to send comments about Triton College to the NCA has been drafted and will be sent to local newspapers for publication early in January 1999. In addition, several hundred letters containing information about the third party comment process will be sent to individuals in external educational, business, and governmental organizations who have regular dealings with the college. These letters will also be sent early in January of 1999.

A complete file of materials and documents concerning Triton's participation in the third party comment process will be available in the NCA Resource Room on campus for review by the NCA evaluating team, the campus community, and the general public.

Table 7.1
Triton College Career Education Programs
Accredited by External Agencies

Health Careers/Public Service Programs	Accrediting Agency
Basic Addiction Counseling	Illinois Alcohol and Other Drug Abuse Professional Certification Association
Dental Laboratory Technology	American Dental Association
Diagnostic Medical Sonography	CAAHEP*/Joint Review Committee on Education in Diagnostic Medical Sonography
Nuclear Medicine	Joint Review Committee on Education in Nuclear Medicine
Ophthalmic Technician	CAAHEP*/ Joint Review Committee for Ophthalmic Medical Personnel
Radiologic Technology	Joint Review Committee on Education in Radiologic Technology
Respiratory Care	CAAHEP*/Committee on Accreditation for Respiratory Care
Surgical Technology	Joint Review Committee on Education in Surgical Technology
Practical Nursing	National League for Nursing
Associate Degree Nursing	National League for Nursing
Child Development Center	The National Academy of Early Childhood Programs (a division of the national Association for the Education of Young Children -- NAEYC)
Business Programs	
Real Estate	State of Illinois -- Office of Professional Regulations
Court Reporting	National Court Reporting Association

* Commission of Accreditation of Allied Health Education Programs

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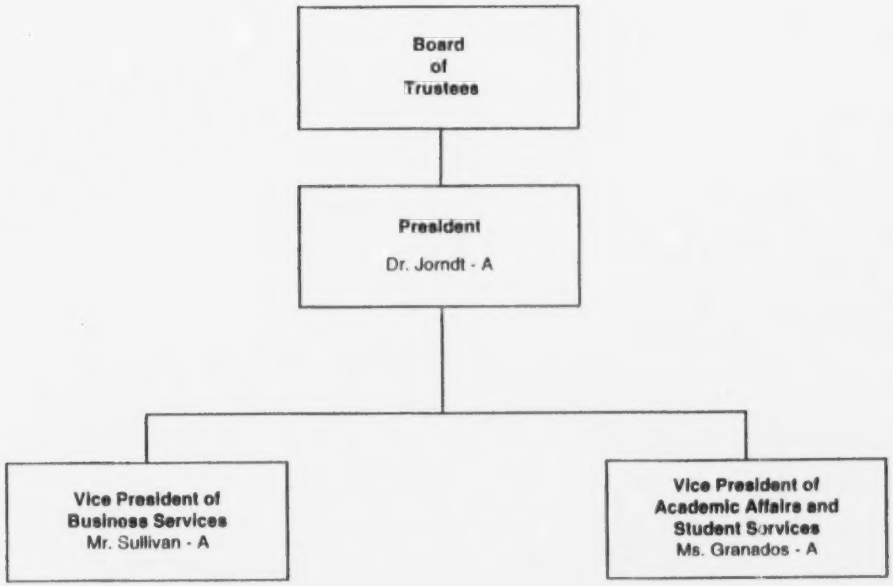
APPENDIX

Organizational Chart



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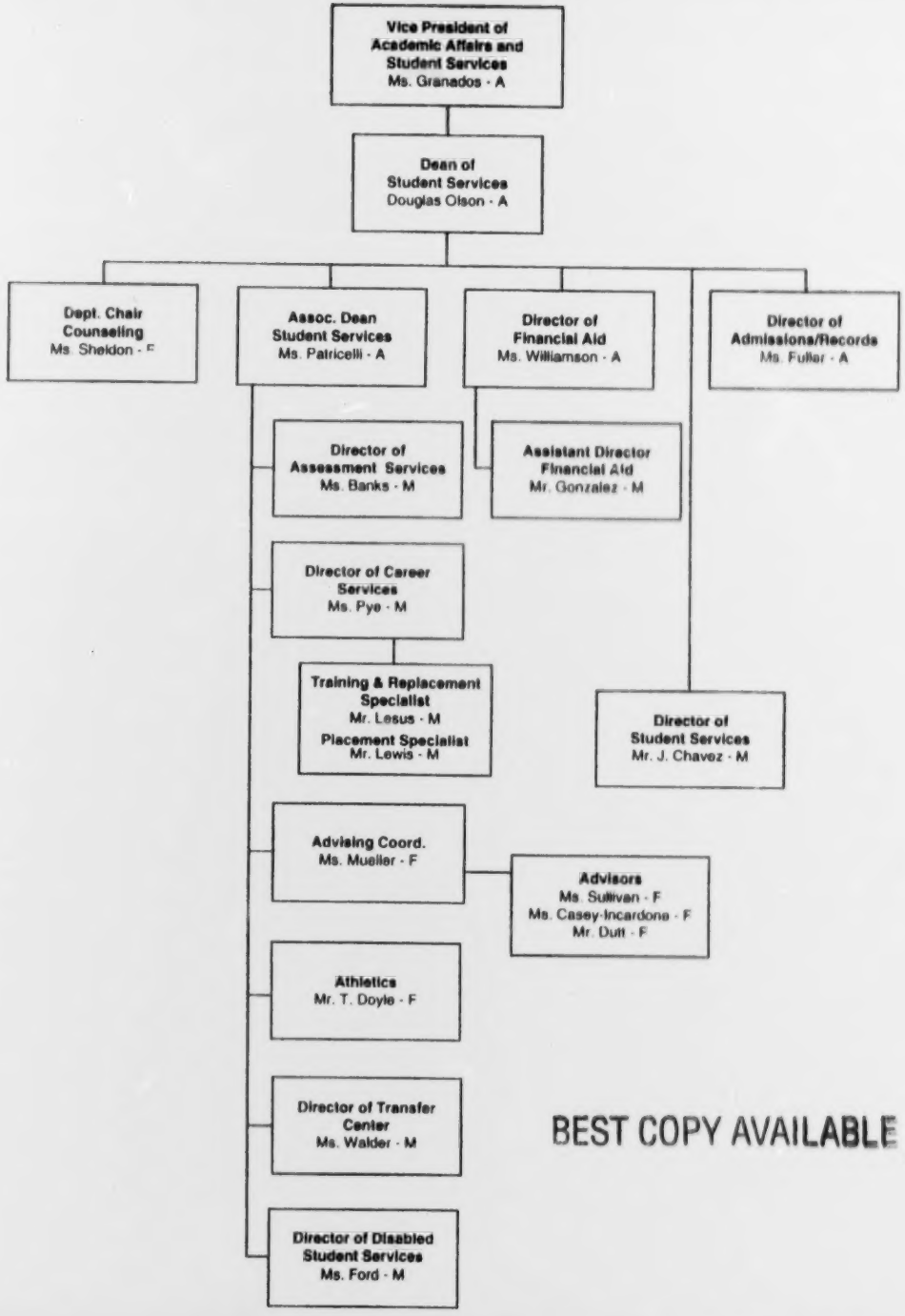

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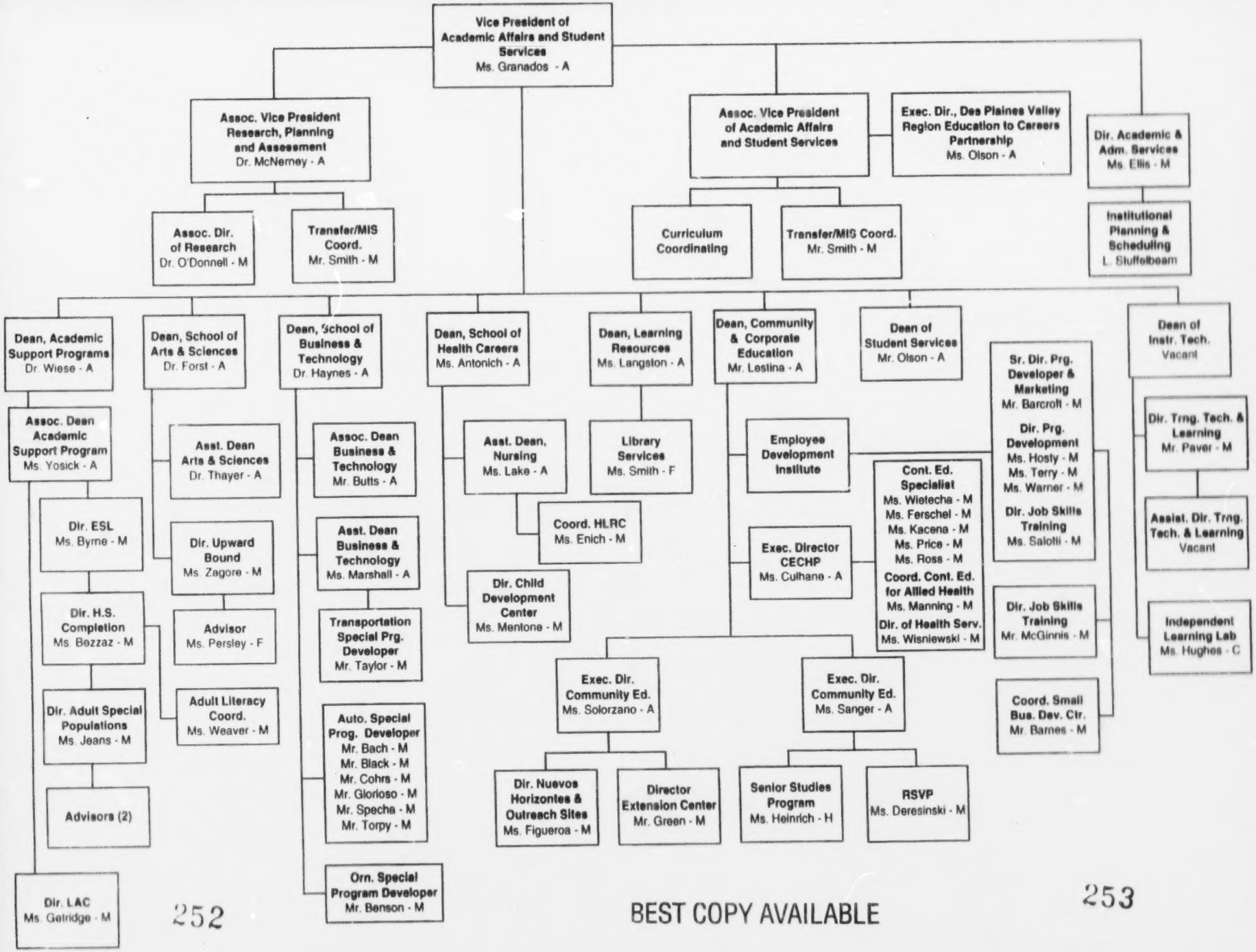
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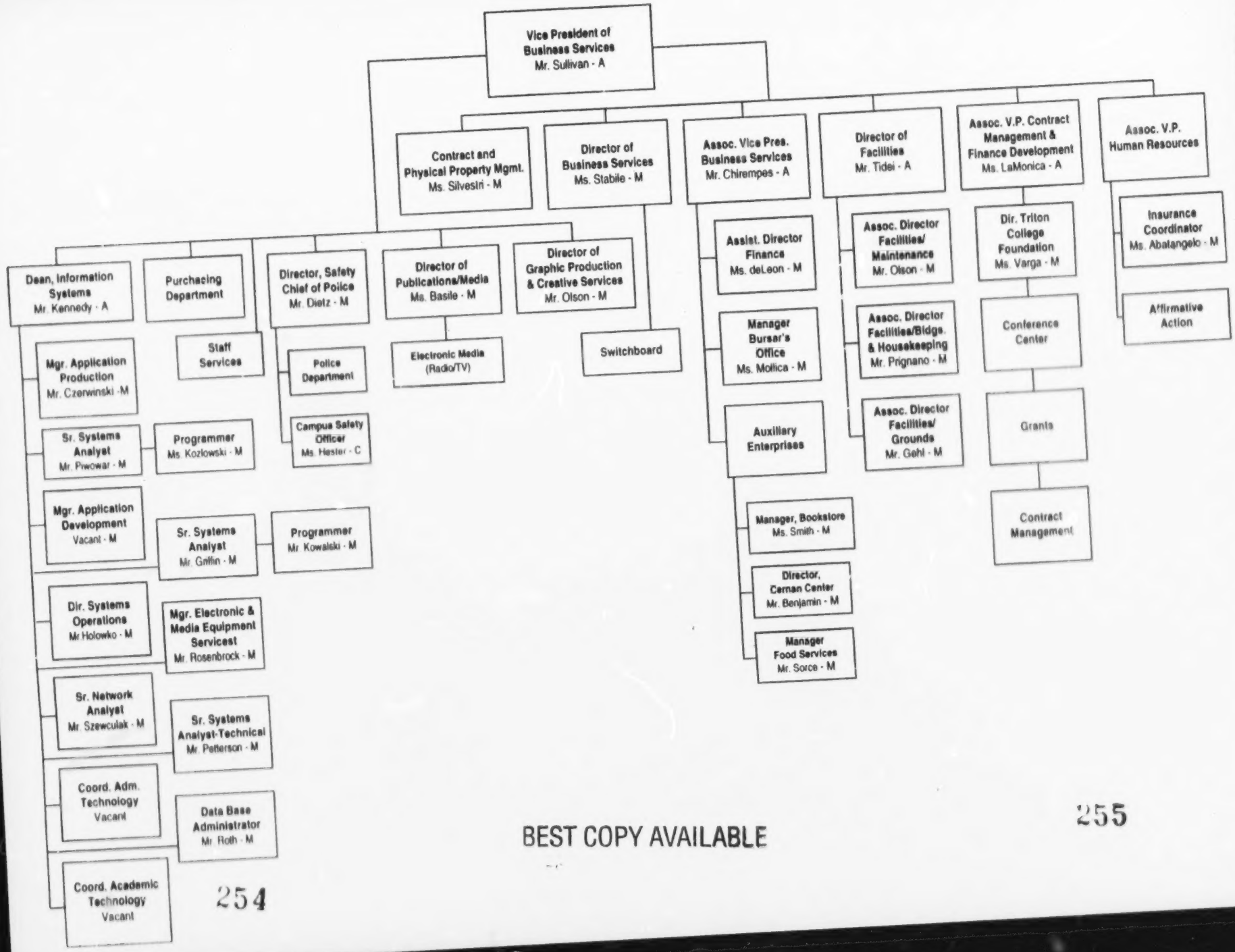

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